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ABSTRACT

In addition to discussions on language structure, lesson structure, sentence patterns, and oral pattern drills, this curriculum guide presents specific lesson plans for various subject areas--social studies, mathematics, science, music, and culture--for English as a Second Language (ESL) in elementary schools. The guide begins with a section on the structure of the English language that includes instructions for teaching sentence patterns, and teaching and understanding English function and content vocabulary. In the following section on the structure of the language lesson, class organization is discussed, and the lesson procedure is outlined in detail, with illustrated examples of language practice techniques. The next section provides nine lessons for the sequential development of a series of sentence patterns. Several samples of oral pattern practice are presented in the succeeding section, including repetition, substitution, replacement and transformation drills. Social Studies ESL lessons are provided for Pre-K-2, and grades 3-6, including lessons on the Far East, Marco Polo, and Puerto Rico. The mathematics lessons discuss telling time, weighing objects, and cardinal numbers, and the science section includes lessons on animal life, weather, and glaciers. In addition to sample lesson plans, the next section on teaching ESL through songs provides techniques for selecting and teaching songs. The final section on cultural awareness presents various methods for developing cultural insights, and gives lesson plans for several holidays, including Pan American Day, Martin Luther King Day, and Columbus Day. (MM)

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FOREWORD

Many teachers have expressed the need for lesson plans developed in English as a Second Language in subject areas. These plans are an attempt to meet that need. They are in a variety of styles and cover a variety of levels. Teachers are encouraged to adapt the style and level suited for their purposes to other lessons expanding and enriching the subject.

These lessons are intended to complement the Pre K-2 Language Arts Bulletin and Teaching English as a Second Language in the Middle Grades as well as the many curriculum bulletins in subject areas, for pupils whose first language is other than English.

For more detailed information on methodology, comparative analysis, bibliography, etc., refer to the bulletin Teaching English as a Second Language in the Middle Grades.

ACKNOWLEDGMENTS

This experimental curriculum bulletin, TEACHING ENGLISH AS A SECOND LANGUAGE IN THE ELEMENTARY SCHOOL, was prepared as a project of the Division of Educational Planning and Support, Arnold Webb, Executive Director. Leonard Simon, Assistant Director in the Planning Unit, and Hernan LaFontaine, Executive Administrator of the Center for Bilingual Education, provided overall supervision.

Dorothy Silverman, School Research Associate, Planning Unit, served as administrator of the Curriculum Writing Program.

David Krulik, Assistant Director, Center for Bilingual Education, directed the project.

The manuscript was prepared by Florence Folkes, Ronald LeDonni and M.J. Pekkala, teacher trainers in English as a Second Language.

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June, 1977

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Teaching English as a Second Language in the Elementary School

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Teaching Sentence Patterns

Begin with those English language patterns in which the word order and grammatical structure are fairly similar to the language spoken by the child. Since such patterns contain no major grammatical problems, they stimulate growth in English vocabulary and have the additional value of giving the beginner in English a feeling of success. The English form Today is Tuesday, for example, is like the Spanish Hoy es martes. This sentence presents only a vocabulary challenge since it involves merely the substitution of English words for relatively equivalent Spanish words.

Emphasize those patterns that are different in the two languages. The English sentence It is Tuesday is expressed in Spanish without the introductory it; thus, Es martes. The tendency, therefore of the Spanish speaker is to say, Is Tuesday. For this reason the seemingly simple English-language pattern It is, is not simple at all for the Spanish-speaking pupil. The pattern requires continued teaching emphasis until it becomes fixed and automatic.

In French there is no neuter gender; all nouns are masculine or feminine. Hence, the French speaker, in translating De quelle couleur est la robe? Elle est bleue, says: What color is the dress? She is blue. The French also have a different use of the verbs to have and to be. The French speaker says: J'ai froid which translated literally is I have cold. He finds the English I am cold quite different. The same is true for Spanish-background children.

In both German and French the present tense is used for action begun in the past and still going on in the present. The English form I have been in New York for two months is expressed in these languages as I am in New York since two months.

The use of adjectives provides a double or triple difficulty for native Spanish speakers. In English we say the tall boy. The Spanish translation is el muchacho alto. The natural tendency for the Spanish speaker is to carry over into English the reversal of the position of the noun and its modifier. Even though he may have acquired the basic English vocabulary, it is natural for the Spanish speaker to say the boy tall.

In order to minimize differences and difficulties, when English permits a choice in word order, teach only the more common pattern for the beginning language learner. In English it is proper to say either We go to school every day or Every day we go to school. Teach only the more common pattern We go to school every day. This helps the pupil to acquire, more easily, automatic control over an acceptable alternative.

Focus attention on one language item at a time. If the child makes several errors in a given response, concentrate the correction on the error which the lesson or practice is intended to eliminate. While temporarily ignoring the other errors, note them for future correction.

Follow a proper sequence of sentence patterns and grammatical structures for the most effective teaching; although sometimes, a classroom situation may change the teaching order. In general, the statement, the question, and the command are taught first as simple sentence patterns. More complex sentence structure is introduced later. (See Development of Language Patterns.)

The statement pattern is used first because of the need to stress the order of subject and verb. The noun is taught before introducing the personal pronoun:

The boy is walking. He is walking.

The question pattern using inversion as a process comes next: John is a pupil. Is John a pupil? Father will go. Will father go? The question without interrogative words is taught first:

Will father go? When will father go?

The present form of the verb is used for request or command:

Walk to the door, please.

Subject-verb elements should be taken up before the other elements are added to make the sentence more and more complex.

He walked.

He walked to the store.

He walked to the store yesterday.

He walked to the store yesterday to buy bread.

Auxiliaries used with verb forms are introduced after the verb base has been taught.

I eat.	I walk.
I shall eat.	I can walk.

Present tense forms of verbs are taught before past.

He is walking.	He walks.
He was walking.	He walked.

The basic forms of words should be taught before suffixes are added to these basic forms.

tall	taller	tallest

The determiner (articles, demonstrative adjectives, etc.) and noun should be taken up before modifiers are taught in relation to the noun.

the book	the good book

The single adjective should be taken up before other modifiers are taught.

the big house	The house is big.
the very big house	The house is very big.

The negative form not is introduced after the affirmative.

He is a doctor	He is not a teacher.

Understanding English Vocabulary

Words and their conceptual meanings are, of course, important in the study of a language. However, word meanings alone are not enough to understand English fully and speak English fluently. Other considerations are important in giving meaning to an expressed idea. These are:

Word order or grammatical construction.

Word forms such as the plural and singular of nouns, the tenses of verbs.

Intonation, stress, and rhythm of speech.

For example, in the sentence, The kind boys helped the small dog,

the word order tells that the boys were kind, and the dog was small; that the boys performed the action, and the dog was its recipient;

the word forms tell that the singular of dog and the plural of boys mean there was only one dog but more than one boy; that the verb form helped with its ed ending signals that the action has already taken place;

the intonation tells that the dropped voice at the end of the sentence signals a statement of fact rather than a question.

Therefore, since word order, word forms, and intonation give full meaning to vocabulary, and since people express ideas more frequently in sentence patterns than in single words, vocabulary is taught within structural patterns. Vocabulary is divided into two groups:

Words that make the structures function, referred to as function words

Words that symbolize things, actions, and qualities, referred to as content words.

Function words are the auxiliaries, prepositions, conjunctions, interrogative words, articles, negatives, words for generalizations, degree words, and replacers (such as he, she, mine, one, both, all, etc.). Since early emphasis is on sentence pattern practice, function words are taught first with those content words needed to round out the sentence. The list of function words is in alphabetical order. This arrangement is for the teacher's convenience. It is not intended as a sequence for teaching, but rather as a checklist for choice and accomplishment.

Content words refer to the vast number of words that are usually meant when the study of vocabulary is discussed. They are taught as the need for them arises. The teacher selects them from the many experiences of the school curriculum, as well as those of school, home, and community living, about which the children have a need to verbalize. Spelling Words, Levels 1, 2, and 3, to be used as a checklist, will be found in the Handbook for Language Arts: Grades Three and Four[1]. These levels indicate the words most commonly used by children in their writing experiences. A child's speaking vocabulary will far exceed his writing vocabulary so that many words beyond Level 3 will be included in vocabulary practice of content words. The inclusion of these words in oral practice will prepare the child for the writing experiences that follow oral control.

New content words are presented in familiar sentence patterns. To establish the concept of a word with it pronunciation, demonstrate (when possible) action words or show the object or picture for name words. Touching, tasting, or other sensory experiences frequently illustrate quality words.

---

[1]Board of Education of the City of New York, Curriculum Bulletin No. 6, 1969-70 Series, pp. 8-9.

Content vocabulary can be increased as sentence patterns become automatic.

Function Words

A

a
about
across
after
all
alone
already
also
although
always
am
an
and
another
any
anybody
anymore
anyone
anything
anywhere
are
around
as
as much as
at
away from

B

be
because
before
behind
below
beside
between
beyond
both
but
by

C

can
close to
could

D

did
different from
do
does
down
Dr.
during

E

each
either
else
enough
ever
every
everybody
everyone
everything
everywhere

F

far from
farther from
farthest from
few
fewer
first
for
from

G

get
get well
good afternoon
good-by
good luck
good morning
got

H

had
had to
has
has to
have
have to
he
hello
her
here
him
his
how
how many
how much

I

I

if
in
in front of
in order that
inside
into
is
it
its

J

just

K

keep
kept

L

least
less
less than
let's
like
little
lot

M

many
may
me
might
mine
Miss
more
more than
most
Mr.
Mrs.
much
must
my

N

near
never
next
next to
no
nobody
none
not
nothing
now
nowhere

O

o'clock
of
off
on
one
ones
on time
opposite
or
other
our
ours
out of
over

P

please

Q

quite

S

same
several
shall
she
should
since
so
some
somebody
someone
something
so that
still
somewhere

T

than
thank you
that
the
their
theirs
them
then
there
therefore
these
they
this
those
through
to
too
toward

U

under
unless
until
up
us
used to

V

very

W

was
we
well
were
what
when
where
whether
which
while
who
whose
why
will
with
without
would

Y

yes
yet
you
your
you're welcome
yours

Class Organization

Form a group of not more than ten children for a Language Lesson to last a half hour or more depending on age and attention span. The smaller the number of children in the group, the greater is the opportunity for individual participation.

Aims Of The Language Lesson

To capitalize on a class curriculum experience or an experience especially created for the lesson in which the need for speaking English is present.

To introduce systematic practice of sentence patterns and vocabulary for expressing ideas and facts learned in the class activity.

To develop automatic control and fluency in the application of these patterns and vocabulary in and out of school.

To develop audio discrimination and to practice the production of sounds.

Procedure

Provide a variety of illustrative devices, e.g., pictures, games, word cards, flannel boards, dialogues, etc.

Review vocabulary, language patterns, and idiomatic expressions, taught previously, in order to maintain sequential learning.

Present model.

Children repeat in chorus, in small groups, as individuals.

Introduce new vocabulary or sentence pattern in the context of a class or small-group curriculum experience. Stimulate the children to speak about the experience.

Present model (word, phrase, pattern, you want children to repeat).

Use natural tempo, proper stress, and correct intonation.

Children repeat in chorus (entire group, then smaller groups) and individually.

Comprehension is checked by demonstration or action response.

Apply new vocabulary and sentence pattern to children's experiences in and out of school.

Present a model as described.

Children repeat in chorus (entire group; smaller groups) and individually while you repeat the model.

Give additional drill pertinent to the new language learning. Question children to elicit answers that require the use of the vocabulary and sentence pattern.

Ask questions.

Children respond in chorus and individually.

Children ask questions of the teacher in chorus.

You answer.

Children ask questions of each other.

Children answer each other.

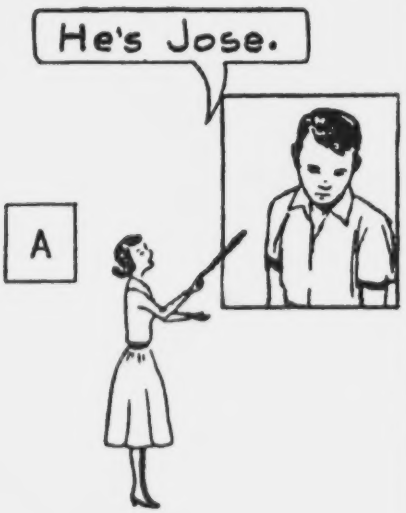
Use oral practice drills when children have had experience with the pattern through the presentation of correct models: repetition; substitution; replacement; conversion; cued answer; and dialogues. (see samples, Oral Pattern Practice Drills.)

Provide ear training and practice in sound production.

Present a word which includes the sounds to be heard, produced accurately, and then give a similar word in which one different sound element is pronounced. Help children to hear the difference in sound and give them practice in repeating the two words in contrast. Present the accurate pronunciation; the children repeat in chorus and individually. Children practice producing these sounds in contrast: in words, phrases, and simple sentences. They repeat them in chorus and individually.

LANGUAGE PRACTICE TECHNIQUES

Teacher models.



A

Whole group repeats. 1

Small group repeats. 2

Individual pupils repeat. 3

Teacher signals.

B

Whole group produces without model. 1

Small group produces without model. 2

Individual pupils produce without model. 3

11

Provide relaxation through review of words, songs, poems, dialogues previously taught and memorized.

Dictation, silent reading, and following written material as you read aloud, should be used with children who are at a reading stage.

End the lesson with a chart when the children have acquired oral control of the pattern. Using the vocabulary and sentence patterns taught, model each sentence pattern. The children repeat the pattern. Then record it on the chart in manuscript.

Read the completed chart orally as the children follow with their eyes and ears.

Ask questions.

Children answer by reading appropriate sentences from the chart in chorus and individually.

Prepare rexographed material for independent work that reinforces the language elements of the lesson. The form and content must be within the capability of the pupils.

Sequential Development of a Series of Sentence Patterns

The seven lessons that follow describe what is meant by a sequential development of a series of sentence patterns. Beginning with a statement involving the verb to see, they present the persons of the verb; the verb forms and tenses; the expansion of the pattern; the question form.

Though the material has been divided into lessons to indicate the sequential development, it is not intended that each lesson be accomplished in one language period. Some pupils may require many periods to accomplish the aim of each lesson; some may be able to cover more than one lesson in a period. The teacher makes that adjustment based on the ability and maturity of the class.

However, one need not wait until every pupil has reached the maximum control desired before proceeding to the next lesson. If a few need further help and practice, the teacher will keep this in mind and direct review questions and review practice to these pupils in subsequent lessons. Such flexibility and individualization of instruction may be further carried out through tapes made by the teacher and used during the independent activity period by those who need this extra repetition.

These are, of course, only samples of how to accomplish the aim of each lesson. The teacher's ingenuity and the interest and maturity of the class will determine the experiences chosen for the presentation and the content words used to round out the patterns.

Required background for these lessons suggest that pupils already have considerable practice with the forms of regular verbs, e.g., play, plays, played; jump, jumps, jumped, etc.

SUGGESTED LESSONS

Lesson I

Aims

To introduce verb to see.

To teach I see, We see, They see, You see (since these persons of the verb require no change in verb form).

Presentation

In order to make the use of the persons of the verb meaningful, set up a large picture of a scene that depicts familiar surroundings.

Ask the class to describe the picture, e.g., of a street, a playground, etc.

Ask Pablo, who may be one of the more able pupils, to come up and look at the picture. Ask a question that will elicit the full pattern as a natural, native response. If he gives a one-word answer, say: Good! Now can you say, I see a truck? (if that's the word). Pablo repeats, I see a truck.

Turn to the group, point to the truck, and say (including the entire group): We see a truck. The pupils repeat the pattern in chorus.

Single out Maria and Jose within the group and say: They see a truck. All, except those singled out, repeat the pattern. Select other pupils to form a small group and repeat the same procedure, making sure that the small group does not say the pattern. The class begins to understand the use of they excludes the speaker.

Play a game. Point to a pupil and say: You see the truck. He points to another and says: You see the truck. Everyone gets an opportunity to play the game and repeat the pattern.

Repeat the entire procedure above, giving each pupil an opportunity to tell

something he sees in the picture, on the science table, in the classroom, etc. Thus, vocabulary is developed as well as patterns:

I see a policeman, etc.

You.....

We.....

They.....

Drill

Establish meaningful use of I, we, they, you, before helping the children to make the pattern automatic through a substitution drill. (If this is unfamiliar, explain how to do the drill. See Oral Pattern Practice Drills.)

Teacher	Pupils
I see a house.	I see a house.
truck	I see a truck.
	We see a truck.
We	We see a policeman.
policeman	They see a policeman.
They	They see a taxi.
taxi	
You	You see a taxi.
etc.	

Application

Apply automatic use of the patterns by leading the pupils to talk about what they see, making their own substitutions, e.g.,

Teacher: Tell us what you see on the way to school, Maria.

Maria: I see.....

Teacher: Tell us what we all see when we look out the window, Jose.

Jose: We see the street; we see the playyard.

Do the same for they and you.

Lesson II

Aim

To teach the question form and apply the use of I-you in question and response, e.g.,

What do I see.....?
You see.....

What do you see?.....?
I see.....

Presentation

Set up a game. Explain the procedure and make sure each pupil understands what he is expected to say. Be sure to model each answer before children respond.

Teacher (pointing to herself): I see the desk. What do I see, Maria?

Maria (pointing to teacher)? You see the desk. I see the window. What do I see, Jose?

Jose (pointing to Maria)? You see the window.
(pointing to himself): I see the bookcase. What do I see, Pablo?
etc.

Drill

Give all pupils an opportunity to use the I-you pattern meaningfully. Make the pattern automatic through a drill. (Explain how the pupils are to respond.)

Teacher	Pupils
(pointing to herself)	(pointing to the teacher)
I see a dog.	You see a dog.
I see a man.	You see a man.
etc.	
(pointing to the class)	(pointing to themselves)
You see me.	I see you.
You see the pencil.	I see the pencil.
etc.	

Allow the group to take your part as they say the pattern to one pupil, and the pupil responds. Then individual pupils say it and respond to each other.

Finish the lesson with a quick substitution drill (see Oral Pattern Practice Drills).

Application

A dialogue will give practice within a communicating situation. (See dialogues: Oral Pattern Practice Drill.)

Lesson III

Aim

To teach the third person form of verb to see, e.g., Maria sees, etc.

Presentation

Have the class make an analogy between see and regular verbs previously learned by reviewing these familiar verbs with a quick substitution drill. Establish a background for the analogy with to see, e.g.,

Teacher	Pupils
I play ball every day.	I play ball every day.
We	We play ball every day.
They	They play ball every day.
You	You play ball every day.

Have a conversion drill changing pronoun to third person singular noun and pronoun.

Teacher	Pupils
I play ball every day.	I play ball every day.
Maria	Maria plays ball every day.
Jose	Jose plays ball every day.
He	He plays ball every day.
She	She plays ball every day.
etc.	

By means of a quick substitution drill, review previously taught patterns of verb to see.

Introduce third person pronouns. Set up a large picture as in Lesson I. Ask Maria to come up and tell what she sees in the picture. Give help, if necessary.

Maria: I see a bakery.

Teacher: Tell me what Maria sees in the picture. (Model answer.)

Children (with help): Maria sees a bakery.

Teacher: Use another word that takes the place of Maria. (Model answer.)

Children (with help): She sees a bakery.

Repeat with many children and both sexes.

Continue this, building vocabulary, using things in the room, the playground, their homes, or outside the window.

Establish meaningful relationships of nouns and pronouns to forms of the verb, before having a substitution drill to make usage automatic, e.g.,

Drill

Teacher	Pupils
Carmen sees a house.	Carmen sees a house.
She	She sees a house.
Pablo	Pablo sees a house.
He	He sees a house.
policeman.	He sees a policeman.
I	I see a policeman
Maria	Maria sees a policeman.
We	We see a policeman.
He	He sees a policeman.
taxi	He sees a taxi.
They	They see a taxi.

Continue in contrast--I see, Maria sees, you see, Jose sees, etc.

Application

Finish the lesson with a discussion, using all the patterns of see that have been drilled. Pupils make their own substitutions to express ideas.

If pupils are mature enough but have not verbalized the analogy to regular verbs learned previously, lead them to make the analogy, e.g., I play--I see. He plays--He sees, etc.

Lesson IV

Aim

To teach the question form with do and does.

Presentation

Introduce the question form: What do you see in the picture? I see_____.

What does Maria see in the picture? Maria sees_____.

Call Maria to the picture.

Teacher: What do you see in the picture, Maria? (Model answer.)

Maria: I see_____.

Teacher (to class): What does Maria see in the picture? (Model answer.)

Class: Maria sees_____.

Call Jose to the picture; ask Maria to ask Jose what he sees in the picture.

Maria: What do you see in the picture, Jose?

Jose: I see_____.

Teacher (to Maria): Ask the class to tell you what Jose sees in the picture. (Model answer.)

Maria: What does Jose see in the picture, class?

Teacher: (Model answer.)

Class: Jose sees_____.

Repeat this, giving all pupils an opportunity to practice the question and answer form.

Introduce question form requiring a yes or no answer.

Teacher: I see a policeman in the picture.

Do I see a policeman in the picture?

Yes, I do.

Repeat the model several times as pupils listen; then have class imitate the model, e.g.

Class: I see a policeman in the picture

Do I see a policeman in the picture?

Yes, I do.

Set up a situation for a negative response, e.g., No, I don't....

Do the same as above for you, we, they.

Use the same format with teacher and class as described above:

Maria sees_____.

Does Maria see_____?

Yes, she does.

No, she doesn't.
etc.

Have groups and individuals ask questions and respond.

When pupils have had much practice in using these forms in meaningful situations, a conversion drill will help to make the forms automatic. (See Oral Pattern Practice Drills.)

Conversion Drill

Teacher	Pupils
I see a house.	Do I see a house?
Maria sees a house.	Does Maria see a house?
You see a house.	Do you see a house?

etc.

Lesson V

Aim

To expand patterns drilled in previous lessons.

Presentation

Display a large picture, not necessarily one previously used. Vary the scene to stimulate interest by using a new picture. However, to reinforce vocabulary, you can show a picture used in earlier lessons.

Call Angel to the picture.

Teacher: Tell us what you see in the picture.

Angel: I see a swing.

Teacher: Where?

Angel: In the picture, or in the playground, or in the play yard, etc.

Teacher: Now tell us what you see and where you see it.

Angel: I see a swing in the playground.

Use the same procedure for we, they, you as described in Lesson I.

Play a game to reinforce the I-you relationship.

Juan: I see a book. Tell me what I see and where, Ana.

Ana: You see a book in the bookcase.
I see shows. Tell me what I see and where, Joseph.

Joseph: You see shows in the auditorium.
etc.

Bring the pupils' attention back to the picture.

Teacher: Tell us what you see in the picture, Hilda.

Hilda: I see a fire truck on the street. (Pictures here depict street scene.)

Teacher: Class, what does Hilda see in the picture?

Children: Hilda sees a fire truck on the street.

Teacher: Use another word in place of Hilda's name.

Children: She sees a fire truck on the street.

If pupils have not yet mastered control of the patterns, give the model and have pupils listen and reproduce it.

Apply expanded patterns to the question forms.

Introduce the negative response in the same manner, using don't and doesn't. Make sure the question requires the negative response. Follow the same procedure.

Drill

The teacher and pupils do a conversion drill from statement to question, first making the do and does questions automatic and then contrasting the question form for the verb see with the form of the verb to be.

Teacher	Pupils
Maria sees the truck.	Does Maria see the truck?
I see the children in the yard.	Do I see the children in the yard?
He sees his mother on the street.	Does he see his mother on the street?
You see your classmates every day.	Do you see your classmates every day?
Jose sees his friend in the yard.	Does Jose see his friend in the yard?
We see plays in the auditorium.	Do we see plays in the auditorium?
They see a swing in the playground.	Do they see a swing in the playground?
I'm a teacher in the school.	Am I a teacher in the school?
She sees her friend every day.	Does she see her friend every day?
This is your coat on the chair.	Is this your coat on the chair?
I see you in the mirror.	Do I see you in the mirror?

Application

Give practice in using various persons of the verb through the dialogue described in the Approach Column. Use the method outlined in Oral Pattern Practice Drills.

Finish the lesson with a discussion, role-playing or a dramatization that will give children an opportunity to use the patterns drilled and their own substitutions.

A generalization about when to use do and does in the question form may be elicited if the pupils are ready for it.

Lesson vi

Aims

To teach the past tense of see(saw) with all persons.

To show that the past tense of irregular verbs is formed differently from the past tense of regular verbs, e.g., see-saw; help-helped.

To show that the past tense of irregular verbs, like regular verbs, uses the same word for all persons, e.g., I saw, Maria saw, you saw, etc.

Presentation

Use a large picture depicting a familiar scene and say: I see a house. Turn the picture around so that it can no longer be seen and ask: What did I see in the picture? Give the pattern for response: I saw a house. Have the pupils repeat the pattern.

Repeat the same procedure many times, taking the opportunity to review or develop vocabulary.

Continue the procedure until the pupils have the concept that saw means past time.

Use time words to indicate past time.

Teacher: What did you see in the playground yesterday, Pablo? (Model answer.)

Pablo: I saw the swing.

Fix the idea of past time by having the pupils repeat the time words in their response.

Teacher: When did you see it, Pablo?

Pablo: Yesterday.

Teacher: Good, now tell us what you saw and when you saw it. (Help Pablo say the full pattern, following the model.)

Pablo: I saw the swing in the playground yesterday.

Teacher: What did Pablo see in the playground yesterday, class? (Model answer.)

Children: Pablo saw a swing in the playground yesterday.
(or) He saw.....

Use the procedure as described in Lesson I and adapt it to the past tense with we, they, you, Maria, she, Jose, he.

Repeat this many times, giving all pupils an opportunity at the picture.

Drill

Have a substitution drill to make the pattern automatic when pupils are aware of the relationships of the persons of the verb.

Teacher	Pupils
Maria saw a bus last week.	Maria saw a bus last week.
I	I saw a bus last week.
yesterday	I saw a bus yesterday.
We	We saw a bus yesterday.
this morning	We saw a bus this morning.
They	They saw a bus this morning.
You	You saw a bus this morning.
She	She saw a bus this morning.
Jose	Jose saw a bus this morning.
He	He saw a bus this morning.
etc.	

Make automatic the use of present and past tense patterns of see through conversion drills. (Explain the procedure to children.)

Teacher	Pupils
I see my friend now.	
Cue: yesterday	I saw my friend yesterday.
I saw my friend yesterday.	
Cue: now.	I see my friend now.
You saw your friend yesterday.	
Cue: now.	You see your friend now.
You saw this picture last week.	
Cue: every day.	You see this picture every day.
She sees this picture now.	
Cue: last week.	She saw this picture last week.

Maria sees the picture every day.

Cue: Monday. Maria saw this picture Monday.

He sees a swing at the playground every day.

Cue: last week. He saw a swing at the playground last week.

Do a simplified conversion drill to fix use of the form of the verb with all its persons.

Teacher		Pupils
I see		
Cue:	yesterday	I saw
We see		
Cue:	yesterday	We saw
You saw		
Cue:	every day	You see
They saw		
Cue:	every day	They see
Maria sees		
Cue:	last week	Maria saw
Jose saw		
Cue:	every day	Jose sees

Lead pupils to identify the difference between the form of past time for regular verbs and the form of past time for the verb to see. Explain that there are other words like see which have to be remembered. These words will be called Magic Words because their spelling changes; they do not simply have an ending added to show past time. It's as though a fairy changed the word with a magic wand.

Make a chart (if pupils have begun to read charts) of patterns with which pupils are familiar. The chart should include past tense of regular verbs in contrast with the past tense of see.

Begin a list of Magic Words on a chart which is displayed. Divide the chart into three columns and write one word in each: see, sees, saw. Underline saw in color. Add to this list as new irregular verbs are taught.

Lesson VII

Aim

To teach the question form with the use of did in the past tense, e.g., What did you see in the picture? I saw.....

Presentation

Using a large picture, say: I see a truck. Turn the picture around so that it cannot be seen and present the model question and answer: What did I see in the picture? I saw a truck. After many repetitions of the model, the pupils repeat the question and answer.

Use the same procedure for many things in the picture, giving the pupils many opportunities to hear the models and repeat them.

Do the same for we, they, you as subjects.

What did Maria see? Maria saw.....(Do the same, using she, Jose, he.)

After the children have many opportunities of listening and imitating, divide the class into two groups. One group asks questions; one group answers. Groups exchange roles.

Introduce the question for Did you see? and short-answer response: Yes, I did. Model the question and response many times. The pupils listen and then give the response to your question. Use the same procedure for didn't. Be sure the question elicits the negative response.

Divide the class into two groups. One asks a question; the other answers. Groups then exchange parts.

Individuals then ask and answer each other.

Drill

A conversion drill from statement to question and vice versa will help to make the patterns automatic. (See Oral Pattern Practice Drills.)

Application

A dialogue or a dramatization of an incident will make a meaningful application. (See Dialogues in Oral Pattern Practice Drills.)

THE TWO SAMPLE LESSONS WHICH FOLLOW ARE SUGGESTED FOR TEACHERS BEGINNING WITH A NEW CLASS OF NON-ENGLISH SPEAKING STUDENTS OR FOR USE WITH NEWLY ARRIVED STUDENTS. THEY ARE INTENDED FOR STUDENTS WITH NO KNOWLEDGE OF ENGLISH.

ON THE FIRST DAY.....

Greetings and Personal Identification

Aim:

To develop by the Aural/Oral Approach mastery of introductions, greetings, and self identification.

Materials:

Name tags for each pupil

Puppets

Presentation:

1. Present the following dialogue using the Aural/Oral approach.

   A. Hello.

   B. Hello.

   A. What's your name?

   B. My name is_____. What's your name?

   A. My name is_____. Goodbye.

   B. Goodbye.

2. Teaching the student self identification

   Teacher: (Point to self and say slowly and clearly)

   "My name is_____" and repeat several times in same tone and inflection.

   Teacher: stands behind student, holds pupils hands and points to pupil and name tag with pupil's own hands and says:

   "My name is_____(student's name)"

   Have pupil repeat sentence.

Continue same procedure with several other pupils until class demonstrates mastery of sentence structure. Have pupils follow teacher example which places

extra emphasis on word "my."

Teacher repeats sentence structure My (emphasis) name is_____.

3. Responding to question

Teacher introduces question: "What is your name?" and points to student, (emphasize your).

Student responds My name is_____.(If student has difficulty with response, repeat original procedure. Point to name tag when necessary).

Teacher repeats to several other pupils, saying "My name is_____. What is your name?"

When children have shown understanding in this exercise, procedure now becomes child-directed.

Teacher points to self and says: "My name is_____. Standing next to pupil, teacher asks, "What is your name?" Pupil responds with newly-learned structure: "My name is_____."

When pupil responds, stand next to pupil, both pointing to neighboring pupil and together ask "What is your name?"

Continue this procedure in "round robin" fashion until each pupil has had opportunity to both respond and ask. Be sure everyone understands.

Follow-Up Activity:

Teacher sings to melody of "Happy Birthday" to pupil.

My name is_____

My name is_____

My name is_____

My name is_____

ON THE SECOND DAY.....

Aims:

1. To reinforce introductions, greetings and self identification
2. To introduce possessive pronouns His and Her

Material:

1. Name tags.
2. Hand puppets.

Procedure:

1. Review yesterday's dialogue
2. Add to the dialogue the following lines:

A. My name is_____. What's his name?

B. His name is_____.

A. Hello_____.What's her name?

B. Her name is_____.

A. Hello_____.

B. Goodbye.

A. Goodbye.

Teacher says (arms outstretched): "Good morning" (or afternoon, as appropriate)

Teacher: My name is_____. (Teacher points to own name tag). Asks pupil: What's your name?

Points out contraction "What's" by having pupils practice in chorus, asking pupil "What's your name?" Pupil responds with "My name is_____."

Round robin review, pupils asking other pupils, "What's your name? My name is_____."

Teacher says: My name is_____. What's his name? pointing to male in class. Class repeats: What's his name (emphasize his).

Teacher: His name (pointing to make child's name tag) is_____.

Class repeats His name is_____.

Same procedure for each male in class.

Teacher proceeds: Points to female child and asks: "What's her name?" (emphasize her) Say: Her name is _____. Class repeats. Then follows same for each female child.

Teacher then divides the class into two groups (A and B) and practices one part with each group. Groups perform with teacher leading, switches parts.

When teacher feels pupils are comfortable and secure with dialogue, pupils perform with teacher leading.

As they show signs of readiness, individual pupils (first with teacher): then two pupils by themselves, may carry on the dialogue.

Sample dialogue:

Good morning.

My name is_____.

What's your name?

My name is_____.

Other:

Three children in dialogue

Good morning.

My name is_____.

What's your name?

My name is_____.

Point to third pupil (male)/ female-her

What's his name?

His name is_____.

SAMPLES OF ORAL PATTERN PRACTICE DRILLS

Repetition Drills

To practice, by imitation, newly learned patterns at normal tempo and intonation.

Procedure

Group children in front of two tables. On Table I have single objects. On Table 2 have groups of similar objects. Begin with Table I. Pick an object and indicate rising intonation for the question and falling intonation for the answer. (Give help, if necessary.)

Drill

Aim

To drill pattern: May I have _____?

To drill use of this and these.

Teacher	Pupils (in chorus)
May I have this pencil?	May I have this pencil?
Yes, you may.	Yes, you may.
May I have this crayon?	May I have this crayon?
Yes, you may.	Yes, you may.
etc.	

After much practice divide the class into two groups.

Group One	Group Two
May I have this pencil?	Yes, you may.
May I have this crayon?	Yes, you may.
etc.	

Groups exchange roles. Then individual children ask the question and the entire group responds.

Use the same procedure for Table 2 with the pattern: May I have these pencils? Etc.

Repeat the procedure to contrast the patterns (use Tables I and 2).

May I have this pencil? May I have these pencils? Etc.

Finally, two children dramatize the situation as one makes the request and the other answers.

Aim

To practice the use of the pronoun in place of a proper noun.

Teacher	Pupils
Robert lives in Manhattan. He lives in Manhattan.	Robert lives in Manhattan. He lives in Manhattan.
Gloria lives in Manhattan. She lives in Manhattan.	Gloria lives in Manhattan. She lives in Manhattan.
Mr. King lives in Manhattan. He lives in Manhattan.	Mr. King lives in Manhattan. He lives in Manhattan.
John and Carlos live in Manhattan. They live in Manhattan.	John and Carlos live in Manhattan. They live in Manhattan.

SUBSTITUTION DRILLS

To make familiar patterns automatic.

To make children aware that many ideas can be expressed by substituting a word or group of words within the pattern.

Single Slot

Only one identical grammatical form is substituted at a time, e.g.,

a noun for a noun

a verb for a verb

a predicate adjective for a predicate adjective

a phrase for a phrase

(Use basic pattern with which children have already practiced repetition drills.)

Drill

Aim

To make automatic the pattern: noun + to be + phrase.

To make substitutions of names and phrases.

Familiar pattern: Jose is in third grade.

Teacher	Pupils (in chorus)
Jose is in third grade.	Jose is in third grade.
Helga.....	Helga is in third grade.
Hans..... etc.	Hans is in third grade.
Jose is in third grade.	Jose is in third grade.
in school.	Jose is in school
in the room. etc.	Jose is in the room.

Other suggested substitutes:

Children play.	Children play.
.....jump.	Children jump.
.....run.	Children run.
.....dance.	Children dance.
etc.	
Children play.	Children play.
We	We play.
They	They play.
etc.	
Give Robert a piece of chalk.	Give Robert a piece of chalk.
paper.	Give Robert a piece of paper.
candy.	Give Robert a piece of candy.
etc.	
The boys are in the cafeteria.	The boys are in the cafeteria.
library.	The boys are in the library.
playground.	The boys are in the playground.
etc.	

After much drill, individuals make their own substitutions.

Multiple Slot

More than one grammatical form is substituted within the pattern, e.g.,

a noun for a noun

a verb for a verb

a predicate adjective for a predicate adjective

a phrase for a phrase

Drill

Teacher	Pupils (in chorus)
The children are playing in the playground.	The children are playing in the playground.
The boys	The boys are playing in the playground.
in the yard.	The boys are playing in the yard.
jumping	The boys are jumping in the yard.
My friends	My friends are jumping in the yard.
etc.	

REPLACEMENT DRILLS

To make familiar patterns automatic.

To make children aware that name words (nouns) can be replaced by other words (pronouns) without changing the meaning.

(Use patterns with which children have already practiced repetition drills. Because vernacular speech uses the contracted form of the verb to be, the replacement pronoun often takes the contracted form--she's, he's, etc.)

Drill

Aim

To make automatic the pattern replacing name words with she, he, it.

Teacher	Pupils (in chorus) (Teacher gives model when needed.)
Maria is a girl.	She's a girl.
Juan waters the plants.	He waters the plants.
Sara plays with jacks.	She plays with jacks.
Tony is a pupil.	He's a pupil.
Robert lives in the Manhattan.	He lives in Manhattan.
Gloria lives in the Bronx.	She lives in the Bronx.
John and Carlos live in the Bronx.	They live in the Bronx.
The boys live in Manhattan.	They live in Manhattan.

One group gives pattern; other group makes replacement.

Individual children give pattern; individual children make replacement.

Other suggested patterns and replacement:

This is a table.	It's a table.
Juan is tall.	He's tall.
Maria is pretty.	She's pretty.
etc.	

CONVERSION DRILLS (TRANSFORMATION)

To make children aware of the transformational aspects of the language, e.g., to change simple affirmative statements to interrogative and negative forms.

To change from singular to plural. To make necessary changes in syntax. (The statement pattern must be one the children have learned in repetition and substitution drills.)

Drill

Aim

To convert the statement form to the interrogative form.

(Use appropriate changes in intonation.)

Teacher	Pupils (in chorus)
This is a table.	Is this a table?
This is Maria.	Is this Maria?
He is in our class.	Is he in our class?
etc.	

Other possible patterns and conversions:

You are Maria.	Are you Maria?
You use crayons.	Do you use crayons?
We sing every day.	Do we sing every day?
Juan plays ball.	Does Juan play ball?
Maria played ball.	Did Maria play ball?
etc.	

Drill

Aim

To convert an affirmative statement to the negative form.

(Use appropriate stress.)

Teacher	Pupils (in chorus)
Ron is a monitor.	Ron isn't a monitor.
Luz plays ball.	Luz doesn't play ball.
I go to the movies every day.	I don't go to the movies every day.
I have a pencil.	I don't have a pencil.
This is a pencil.	This isn't a pencil.
etc.	

Drill

Aim

To change from singular to plural forms within the basic pattern:

This is_____.

These are_____.

(Use realia and pictures.)

Teacher	Pupils (in chorus)
This is a puppet.	This is a puppet.
These are puppets.	These are puppets.
This.....(pointing to a girl).	This is a girl.
These....(encircling girls).	These are girls.
This.....(holding up toy).	This is a toy.
These....(holding up toys).	These are toys.

Individual children then hold up objects or point to pictures (first singular, then plural). Children answer in chorus: This is a_____ or These are_____.

Individual children hold up singular and plural objects. Individual children say: This is a_____ .or These are_____.

Drill

Aims

To make necessary conversions (transformations) for pronoun-noun agreement; for subject-verb agreement.

(At first the teacher gives the cues for each slot. As children gain greater understanding of English syntax, she gives only the basic clue which determines the necessary changes in other slots of the pattern.)

To practice the use of first, second, and third persons, singular and plural.

Familiar pattern: I have my coat in the closet.

Jose has his coat in the closet.

Teacher		Pupils (in chorus)
	I have my coat in the closet.	I have my coat in the closet.
Cue:	You your	You have your coat in the closet.
Cue:	We our coats	We have our coats in the closet.
Cue:	They their coats	They have their coats in the closet.
Cue:	I my	I have my coat in the closet.
Cue: etc.	We our coats	We have our coats in the closet.
	Jose has his coat in the closet.	Jose has his coat in the closet.
Cue:	Maria her	Maria has her coat in the closet.
Cue:	She	She has her coat in the closet.
Cue: etc.	He his	He has his coat in the closet.

Drill the above in contrast.

	I have my coat in the closet.	I have my coat in the closet.
Cue:	Jose has his	Jose has his coat in the closet.
Cue:	He	He has his coat in the closet.
Cue:	pencil on the desk.	He has his pencil on the desk.
Cue:	I have my	I have my pencil on the desk.
Cue: etc.	Maria has her	Maria has her pencil on the desk.

The change in cues and the necessary adjustment in other slots of the pattern are discussed with the children before this drill:

	Teacher	Pupils (in chorus)
	Jose has his coat in the closet.	Jose has his coat in the closet.
Cue:	Maria	Maria has her coat in the closet.
Cue:	She	She has her coat in the closet.
Cue:	I	I have my coat in the closet.
Cue:	Juan	Juan has his coat in the closet.
Cue:	They	They have their coats in the closet.
etc.		

EXPANSION DRILL

Aim

To expand sentences by adding words or phrases to the basic structure.

	Teacher	Pupils (in chorus)
	Nancy studies from four to five.	Nancy studies from four to five.
Cue:	always	Nancy always studies from four to five.
Cue:	seldom	Nancy seldom studies from four to five.
Cue:	never	Nancy never studies from four to five.
etc.		
	Mr. Rivera came from Puerto Rico.	Mr. Rivera came from Puerto Rico.
Cue:	last week.	Mr. Rivera came from Puerto Rico last week.
Cue:	in 1975.	Mr. Rivera came from Puerto Rico in 1975.
etc.		

REDUCTION DRILL

Aim

To reduce a sentence by changing an expression to a word: pronoun, adverb of place, function word.

Teacher	Pupils
Mary has the notebook.	Mary has it.
Mary has the pencils. etc.	Mary has them.
I'm going to the library.	I'm going there.
I'm going to the cafeteria. etc.	I'm going there.
I think it's raining.	I think so.
I think it's a nice party. etc.	I think so.

INTEGRATION DRILL

Aim

To join two or more short sentences into single sentence.

Teacher	Pupil
I have a pencil. It's yellow.	I have a yellow pencil.
I have a notebook. It's black. It's on my desk.	I have a black notebook on my desk.
etc.	

CUED ANSWER DRILLS

To apply learned sentence patterns and build confidence in expressing ideas in a simple hearer-speaker situation.

Aim

To review and apply sentence patterns, vocabulary, and pronunciation previously learned and drilled.

Teacher presents accurate models when children need help.

Procedure

1. Teacher asks question.
   Children answer in chorus.
2. One group asks question.
   Another group answers.
3. Teacher asks question.
   One child answers.
4. One child asks question of another.
   Other child answers.

Examples of Cued Questions

1. Yes type question answered by affirmative
   Q. Maria is here, isn't she?
   A. Yes, she is.
2. No type question answered by negative.
   Q. Jose is not here, is he?
   A. No, he isn't.
   No, he's not.
3. Choice type of question.
   Q. Is Maria in school or at home?
   A. Maria is in school.
4. Simple recall question.
   Q. Who is in school?
   A. Maria is in school.
   Carmen, etc.
5. More difficult recall question (involves conscious choice in recalling words and sentence patterns).
   Q. Where's Maria?
   A. Maria is in school.
   (here).
   Q. Where's Jose?
   A. Jose is at home.

DIALOGUES

To give meaning and dramatic use to sentence patterns within a communicating situation (may be used to review familiar patterns or to present new patterns in dramatic form).

Procedure

Explain the dialogue situation and have children dramatize action when possible. Read the dialogue with normal tempo, intonation, and any appropriate gesture as you act each part. As children listen and watch, make certain they understand. Use any helpful visual aids.

After you read the dialogue through once, read one part at a time as children repeat with proper tempo and intonation. Correct any mispronunciation or incorrect sound production.

Use hand gestures to indicate rising or falling inflection and to indicate stress.

Next, divide the class into groups and rehearse one part with each group. Have groups then change parts.

When the children have memorized the dialogue, they dramatize it. Help, when necessary.

If the patterns or vocabulary in the dialogue are new to the children, follow the dramatization with oral pattern practice drills, using the patterns of the dialogue with familiar vocabulary or the new vocabulary with other familiar patterns.

SOCIAL STUDIES ESL LESSONS

The following lessons are language lessons for children learning English as a second language. The aim of these lessons is to develop language and communication skills which can be used and reinforced during the social studies lessons in particular, and in other areas of the curriculum in general. After each lesson, the students should get the feeling that they understand the language they are studying and that they themselves have used the language in meaningful communication.

Audio-Lingual techniques should be followed. The pattern is said by the teacher as a model, then repeated by the class, sub-groups of the class, and then by individuals. The teacher should establish beforehand a listening signal and a response signal (specific hand gesture) to which the class will respond easily.

An introduction to reading techniques and techniques for building towards free conversation are offered in specific lessons.

Contents:

Pre K-2

We Live Together In The Classroom

Sample Lesson I - Each Child Is An Individual

II - Each Child Must Have a Place For His Own Things

III - Each Individual has a Relationship to the Group; His School, Class and Other Individuals

Grade 3

The Far East - Geography and People - Arabia

Sample Lesson I - To know the Names of the Countries on the Arabian Peninsula

II - To Learn About the Bedouins

Grade 4

People

Sample Lesson I - To Learn About Marco Polo's Trip to China

II - To Learn About The American Indians, Sequoyah

Grade 5

Puerto Rico

Sample Lesson I - To Learn the Relative Size and Location of Puerto Rico

II - To Learn About the Indians of Puerto Rico

Grade 6

The Archaeologist

Sample lesson I - Dialogue

II - Reading

III - Language Pattern Practice

WE LIVE TOGETHER IN THE CLASSROOM

Conceptual Buildup

1. I'm an individual, I'm important to myself and my class
2. We have a place for the things we use

Language Development

Who are you?

I'm_____

Are you?

Yes I am.

No, I'm not.

I'm a girl (boy).

Are you a girl (boy)?

Yes I am.

No I'm not.

Who is this? (that)

This is _____

That's _____

Is this _____

Yes it is_____

No it's not_____

Who is he (she)?

He (she) is _____

Is he (she)?

Yes he (she) is.

No, he's (she's) not.

Is she (he) a girl?

Yes she (he) is.

No she's (he's) not.

What's this?

Where is _____ ?

When is _____?

Who is your (his, her, our) teacher?

My (our, his, her) teacher is _____

Is _____your (his, her, our) teacher?

Yes she is.

No she's not.

Pre K-2
Lesson I

Each child is an individual and important. Individuals can form groups. A class is a group of individuals.

Terminology

Content work substitutions suitable to the topic, within learned patterns:

1. Names of children
2. Possessive pronouns; your, my, his, her, our
3. Name
4. Class

Arrange children in an informal grouping. Preferably in semi-circle, some on chairs, some on mats on floor. Give them the sense of closeness to the teacher and relation to each other in a group. For this and all subsequent lessons, if children need modeling, always have class respond, then groups respond, then individuals respond.

Procedure: (Teacher and children use natural tempo, intonation, and stress)

Teacher: (pointing to child.)
Who are You?

Child: (model if hesitant) I'm Jose.

Teacher: (to class) Who is he?

Class: He's Jose. (model if necessary)

Teacher: What's your name?

My name is Jose Vasquez

(Repeat several times)

Jose: My name is Jose Vasquez

Teacher: (to class) What's his name?

Class: His name is Jose Vasquez.

(Teacher models if children show hesitancy. They then repeat it several times.)

Repeat with each child in room

Teacher: Ask my name.

Class: What's your name?

(model if necessary; in that case have children repeat several times.)

Teacher: My name is Miss _____.

(makes sweeping gesture to include all children.)

This is our class.

(repeats several times)

Is this our class?

Children: Yes it is.

It's our class.

(model if necessary; in that case have children repeat several times. Have children make sweeping gesture to include all.)

Teacher: Is this your class, Juan?

Juan: Yes it is.

It's my class. (Have child hug himself.)

Teacher: (to class)

Is this his class?

Children: Yes it is.

It's his class.

(model if necessary - in that case repeat several times.)

Teacher: Is this your class, Maria?

Maria: Yes it is.

It's my class.

(model if necessary - in that case have child repeat several times. Have child hug himself as he says my.)

Repeat with all children

Don't designate them in the order in which they are sitting; rather skip around the circle.

End the lesson with a song.

(Have Carmen stand. Model patterns at first.)

Class: What's your name?

What's your name?

Carmen: My name's Carmen Perez.

My name's Carmen Perez.

Class: Are you in our class?

Are you in our class?

Carmen: Yes I am.

I'm in your class.

Teacher: (to class) What's his name?

Class: His name is Angel Diaz.

Teacher: (to Angel) Is your name Angel Diaz?

Angel: Yes it is.

It's Angel Diaz.

(Model if necessary. Write Angel Diaz on card.
Touch Angel's hook in closet.)

Teacher: Is this your hook?

Angel: Yes it is.

It's my hook.

Teacher: (Touching another hook)

Is this your hook?

Angel: No, it's not.

It's not my hook.
(model if necessary)

Teacher: (touch other than Angel's hook. To class)

Is this his hook?

Class: No it's not.

It's not his hook.
(model if necessary)

Teacher: (Touch Angel's hook) To class

Is this his hook?

Class: Yes it is.

It's his hook.

(Paste the name card next to Angel's hook or above it.)

Teacher: (holds up Angel's coat.)

Is this your coat Angel?

Angel: Yes it is.

It's my coat.
(model if needed)

Teacher: (to class) Is this his coat?

Class: Yes it is.

It's his coat.

Teacher: What's this? (gives coat to Angel)

Angel: This is my coat.

Teacher: Put your coat on your hook.
(Helps Angel to respond)
(Holds up hat) Is this your hat?

Angel: Yes it is.

It's my hat.

Teacher: (to class) Is this his hat?

Class: Yes it is.

It's his hat.

Teacher: What's this? (hands hat to Angel)

Angel: This is my hat.

Teacher: Put your hat in your coat pocket.
(helps Angel to respond)

Repeat with each child

Children then return to their tables.

Until you are sure children can identify their own hooks, carry out the following each morning:

Have the children remove their clothing and put it on their tables. Then call one at a time.

Teacher: (Call Maria to the closet with her clothing.)

Find your hook, Maria.
(help if necessary. Touches Maria's hook, models)

This is my hook.

Maria: (touches hook)

This is my hook.

Teacher: Put your coat on your hook.
(helps Maria respond if necessary)

Put your hat in your pocket.
(helps Maria if necessary)

Teacher: (to class) Tell Maria what to do.

Class: Put your coat on your hook.

Put your hat in your pocket.
(model if necessary)

Prepare a box of cards identical to the ones used for the hooks in the clothing closet.

Group the children around the cubbies and repeat the hook procedure substituting cubby for hook. Prepare a box of cards identical to the ones used for the clothing closet. Have each child find the card identical to the one that identifies his hook in the clothing closet.

After all cubbies have been allotted and labeled:

Teacher: (hold box of crayons) What's this?

(hands crayon to child and models.)

This is my box of crayons.
(repeats several times and then asks)

What's this?

Child: This is my box of crayons

Teacher: Put your box of crayons in your cubby.
(helps child respond. Class repeats the command.)

Repeat for each child.

Play a game to reinforce identification of cubbies. Joseph is chosen to ask the question: (Teacher helps when necessary.)

Joseph: (touching cubby door) Is this your cubby, Maria?

Maria: (if it is her cubby)
Yes it is.
It's my cubby.
(if it isn't)
No it's not.
It's not my cubby.

The child whose cubby has been touched says:

Jose: That's my cubby.

Jose then becomes the questioner.

Continue as long as children seem interested. This game can be played for a few minutes every day until children can readily identify their cubbies.

Repeat with several children.

Teacher: (Ask Jose Vasquez to stand. Tune of Frere Jacques.)

Teacher and class: Jose Vasquez

Jose Vasquez

Is this your class?

Is this your class?

Jose: Yes it is.

It's my class.

Repeat with several children. (This last song might be a fun way to take attendance.)

Have children draw a picture of Our Class. Have them put a mark like this * over themselves. As each child finishes his picture he brings it to the teacher. She writes at the top or bottom: Our Class and the child's name over the drawing he designates as himself. Allow the children to take their pictures home to show the family. Teacher makes a drawing of Our Class, puts her name over the teacher and puts it on Bulletin Board.

Lesson II. Each individual of the class must have a place for his own things.

Terminology

Closet

Hook

Coat

Hat

Pocket

Cubby

Box of crayons

etc.

Procedure:

(Prepare a box with cards to put beside each child's hook in the clothing closet. Each card should be a rectangle having a different picture on it and a space for the child's name. Children in a semicircle around the closet - give each child his clothing to keep on his lap.)

Teacher:		Ask Angel to stand.
		Who are you?
Angel:		I'm Angel (model if necessary)
Teacher:		What's your name?
Angel:		My name is Angel Diaz.
Teacher:	(to class)	Who is he?
Class:		He's Angel (model if necessary)
Teacher:		What's his name?
Class:		His name is Angel Diaz. (model if necessary)

(open closet door showing hooks; choose one for Angel -

lower ones for short children, higher ones for tall children)

Teacher: (touch hook) This is your hook Angel.

Is this your hook?

Angel: Yes it is.
(model if necessary. Have Angel touch the hook.)

Teacher: (Gives model) This is my hook.

Angel: This is my hook.

(Offer card box - have Angel choose a card he likes.)

Lesson III. Each individual has a relationship to the group, his school, his class, to other individuals in his class.

Terminology

girl

boy

pupil

classmate

table partner

else

this and that

everywhere

Procedure:

Arrange children in semi-circle around cubbies - on chairs and on mats on floor - informal atmosphere. Post picture representing the school.

Teacher: (to class) Who am I, children?

Class: (with help if necessary)
You're Miss_____.

Teacher: Who else am I? (Models answer several times.)

You're a teacher in our school. (Points to picture.)
(Gives signal for response.)

Class: You're a teacher in our school. (Points to picture.)
(Repeat several times.)

Teacher: Who am I?
(Models) You're Miss_____.

You're a teacher in our school.

You're the teacher in our class.
(Repeat several times.)

Class: You're Miss_____.

You're a teacher in our school.

You're the teacher in our school.

Repeat above calling on boys to respond; then girls, then smaller groups, then individuals.

Teacher:	Ask me who I am.
Class:	Who are you?
Teacher:	I'm Miss_____.
	I'm a teacher in our school.
	I'm the teacher in our class.
	Boys, ask the girls who I am? (Models for girls)
Boys:	(to girls) Who is she?
Teacher:	(Models for girls)
	She's Miss_____.
	She's a teacher in our school.
	She's the teacher in our class. (Gives response signal)
Girls:	She's Miss_____.
	She's a teacher in our school.
	She's the teacher in our class.
Teacher: (to girls)	Ask the boys who I am.
Girls:	Who is she? (Help if necessary)
Boys:	She's Miss_____.
	She's a teacher in our school.
	She's the teacher in our class. (model if necessary)

Set up dramatization:

Situation: New child arrives in class. Another greets her (him) near the door.

Greeter:	Hi, I'm Jose.
	Who are you?
New Child:	I'm Maria.
	Who is she? (looking toward teacher)

Greeter: She's Miss_____.

She's a teacher in our school.

She's the teacher of our class.

Teacher explains the situation. Has two children act out the situation, modeling for them so as to present the correct dialogue to class. Teacher then explains she will make believe she is the new child. Selects a child to act as Miss_____. The class will be the greeter.

Teacher: (Walks in door of class; models for class.)
Hi, I'm (each child says his name)

Who are you? (Repeats several times and gives response signal)

Class: Hi, I'm_____.
Who are you?

Teacher: I'm (gives first name)
Who is she? (looks toward child acting as Miss_____.)

Class: She's Miss_____.
She's a teacher in our school.
She's the teacher in our class.

When the children know the dialogue the teacher selects two children to react the playlet. Gives opportunity to other pairs of children to act. Continues as long as children seem interested.

After dramatization:

Teacher: (to Jose) Who are you?

Jose: I'm Jose.

Teacher: Who else are you? (Models answer)

I'm a boy.

I'm a pupil in our class.
(Repeat several times; give signal for response)

Jose: I'm a boy.

I'm a pupil in our school.

Teacher: (to class indicating Jose)

Who is he, class?

Class:	(With help if needed) He's Jose.
	He's a boy.
	He's a pupil in our school.
Teacher:	(To Carmen) Who are you?
Carmen:	I'm Carmen.
Teacher:	Who else are you? (Models several times.)
	I'm a girl.
	I'm a pupil in our school. (gives response signal)
Carmen:	I'm a girl.
	I'm a pupil in our school.
Teacher:	(To class) Who is she? (Models response)
	She's Carmen.
	She's a girl.
	She's a pupil in our school. (Gives response signal)
Class:	She's Carmen.
	She's a girl.
	She's a pupil in our school.

Repeat above calling on boys and girls alternately to fix the <u>He</u> and <u>She</u> application.

Have children return to their tables.

Teacher:	(To Juan, touching child sharing table with Juan)
	Who are you? (Models answer several times.)
	I'm a table partner at my table.
	(Give signal response)
Juan:	I'm a table partner at my table. (Repeats several times)

Teacher:	(To class, indicating Juan.)
	Who is he? (Models several times)
	He's a table partner at his table.
	(Points to table. Repeat several times; give response signal.)
Class:	He's a table partner at his table. (Repeat several times)
Teacher:	Who is he?
Class:	He's a table partner at his table.

Repeat above alternating girls and boys - giving each child an opportunity to be a table partner.

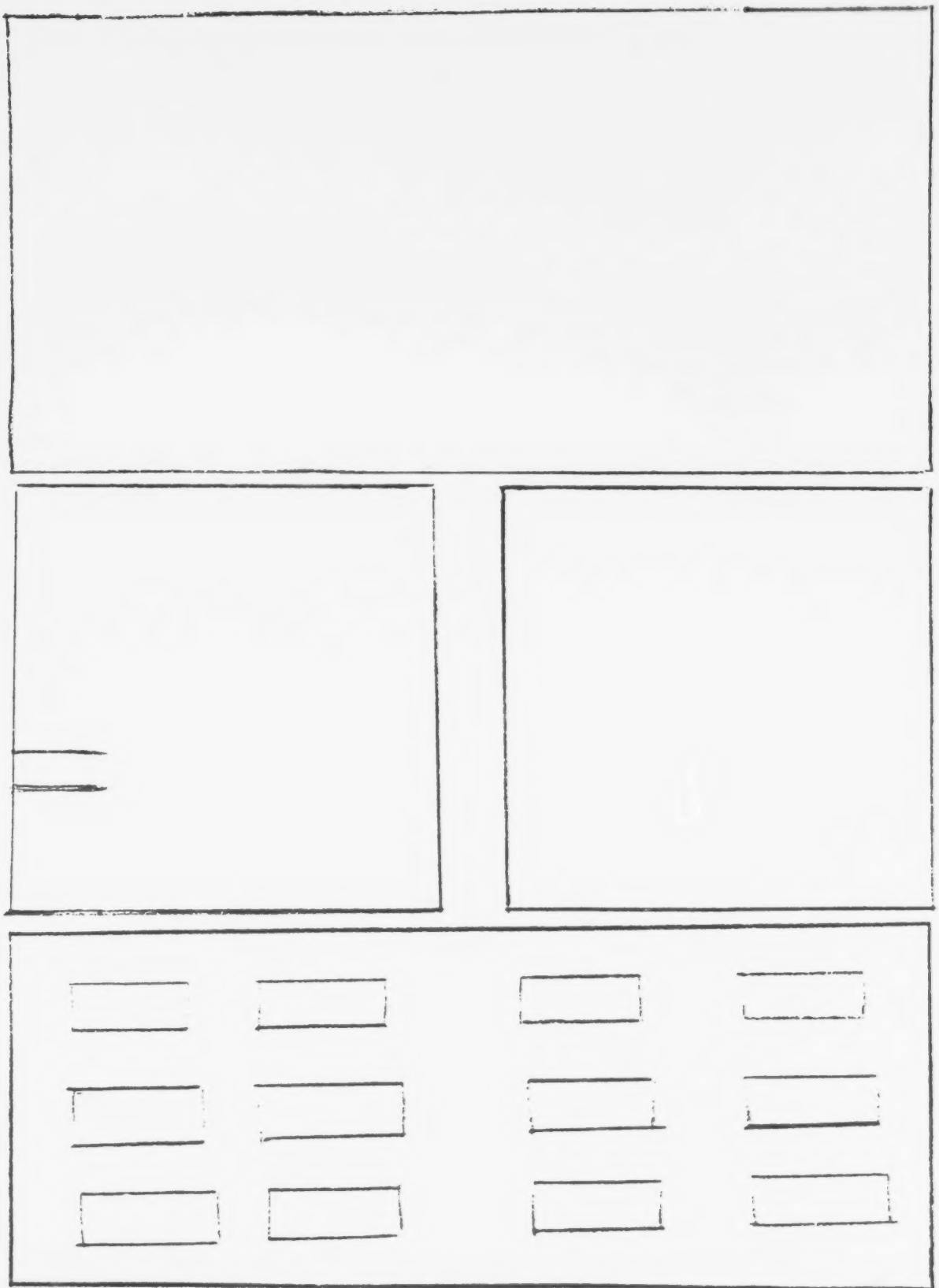
Teacher:	(To Angelina) Who are you? (Model Answers)
	I'm a table partner at my table.
	I'm a classmate in our class. (Sweeping gesture to indicate all the children in the class.) (Repeat several times) (Give response signal)
Angelina:	I'm a table partner at my table.
	I'm a classmate in our class.
Teacher:	(to class) Who is she?
Class:	(Help if needed) She's Angelina.
	She's a table partner at her table.
	She's a classmate in our class.

Repeat above, alternating boys and girls. Give each child an opportunity to tell about himself.

Teacher:	Who am I?
	I'm a lady everywhere. (Explain that means in school, in my house, in the street, in the park - everywhere.)

	Can you think of other places? (Elicits other places from children - until she thinks they have the concept.)
	I'm a teacher in our school.
	I'm the teacher in our class.
	Boys, who are you? (Models answer)
	I'm a boy, everywhere.
	I'm a pupil in our school.
	I'm a classmate in our class.
	I'm the table partner at my table.
	(Give response signal; help if needed)
Boys:	I'm a boy, everywhere.
	I'm a classmate in our class.
	I'm the table partner at my table.
Teacher:	(to girls) Who are you? (Model answer.)
	I'm a girl, everywhere.
	I'm a pupil in our school.
	I'm a classmate in our class.
	I'm a table partner at my table. (Give response signal)
Girls:	I'm a girl everywhere.
	I'm a pupil in our school.
	I'm a classmate in our class.
	I'm a table partner at my table.

Have four charts ready and four name cards for each child:



Have each child come to the charts, one at a time. Give four name cards.

Child: I'm a boy (girl) everywhere.

(Help child paste name card on proper chart under boy or girl.)

I'm a pupil in my school.

(Help child paste his name card on school chart.)

I'm a classmate in my class.

(Help child to paste his name card on classroom chart.)

I'm a table partner at my table.

(Help child touch drawing of his table as he says this.)

(Help him paste his name card on proper table.)

GRADE 3

SAMPLE LESSON I

I. Aims:

To use the inversion of the verb and the auxiliary for questions.

I can find.

Can I find?

To expand patterns using phrases with the preposition on to review agreement of possessive pronouns and nouns.

SOCIAL STUDIES CONCEPTS:

To know the names of the countries on the Peninsula

VOCABULARY:

Saudi Arabia, Oman, Aden, Yemen, Arabian Peninsula, countries

MATERIALS:

Large map of the Arabian Peninsula with the names of the above countries large and clear, or a transparency to be used on an overhead projector. Individual duplicated outline maps of the same area.

PROCEDURE:

(Indicate areas and countries referred to on the map as each is mentioned.)

Teacher: Here's a map of the Arabian Peninsula. The countries on the Arabian Peninsula are: Saudi Arabia, Yemen, Oman, Aden. Can we say the names of the countries on the Arabian Peninsula?
(Listening signal)

Yes, we can.

Can we say the names of the countries on the Arabian Peninsula?
(Response Signal)

Class: Yes, we can.

Teacher: (Reads the list of countries, and points to them. Give the names again slowly, allowing the class to repeat each name. After the class is acquainted with the names, repeat each name and write it on the chalkboard next to the map.)

Can you find Saudi Arabia on the map? (Point to the name on the list as the name is said.)
(Listening signal)

Yes, I can find it. (Point to Saudi Arabia on the map.)

(Choose a volunteer)

Can you find Saudi Arabia on the map, Jose?
(Response signal)

Jose: Yes, I can find it. (He points to Saudi Arabia on the map.)

Teacher: (to Jose) Ask Maria if she can find Saudi Arabia on the map.
(Listening signal)

Can you find Saudi Arabia on the map?
(Repeat several times)

Ask Maria if she can find Saudi Arabia on the map.
(Response signal)

Jose: (to Maria) Can you find Saudi Arabia on the map?

Maria: Yes, I can find it. (Goes to map and points to Saudi Arabia)

Teacher: (to class) Can you find Saudi Arabia on the map?
(Listening signal)

Yes, I can find it. (pointing to self)

Can you find Saudi Arabia on the map?
(Response signal)

Class: (pointing to selves) Yes, I can find it.

Teacher: (pointing to Jose) Can he find Saudi Arabia on the map?

Yes, he can find it.

Class: Yes, he can find it.

Teacher: (to class) Ask Jose if he can find Saudi Arabia on the map.
(Listening signal)

Teacher: (to Jose) Can you find Saudi Arabia on the map.
(response signal)

Jose: Yes, I can find it.

Teacher: (to class) Ask me if I can find Saudi Arabia on the map.
(listening signal)

Can you find Saudi Arabia on the map?
(response signal)

Class: Can you find Saudi Arabia on the map?

Teacher: Yes, I can find it. Can Juan and Carmen find Saudi Arabia on the map?
(listening signal)

Yes, they can find it.
(response signal)

Class: Yes, they can find it.

Continue above having entire class respond, then girls, boys, groups, individuals.

Teacher: Who can find Aden on the map?

(Point to Aden on the list of names)
(Encourage the children who think they know the answer to raise their hands.)

Ramon, can you find Aden on the map?

Ramon: Yes, I can find Aden.

(Goes to the map and points to Aden)

Teacher: Who can find Yemen on the map?

Jose, can you find Yemen on the map?

Jose: Yes, I can find Yemen. (Points to Yemen on the map.)

Continue the above procedure for Oman. Allow different children to ask the questions once they have become more familiar with the words and patterns.

Use: Can he find_____?

Can she find_____?

Can they find_____?

(Response from whole class: girls, boys, individuals)

DRILL:

Use a Chain Drill for reinforcement. Explain procedure for Chain Drill to class. (One student asks a question, the next responds and asks a question of another child, who responds and continues the chain. It is desirable to limit the chain to no more than eight children.)

Teacher: Jose, can you find Saudi Arabia on the map?

Jose: Yes, I can find Saudi Arabia.

Maria, can you find Yemen on the map?

Maria: Yes, I can find Yemen.

Ramon, can you find Oman on the map?

Ramon: Yes, I can find Oman.

Carlos, can you find Aden on the map?

Continue this procedure for all of the names of the countries. Have children go down the list of names in the order in which they are written on the board. All children should have at least one turn.

APPLICATION:

Distribute duplicated outline maps of the Arabian Peninsula. Have the children put their names at the top.

Teacher: Let's find the countries of the Arabian Peninsula on our map? Can you find Oman on <u>your</u> map?
(Listening signal)

Yes, I can find Oman on <u>my</u> map. (Points to Oman on her map)

Can you find Oman on your map?
(Response signal)

Class: Yes, I can find Oman on <u>my</u> map. (Children point to Oman on their individual duplicated maps)

Teacher: Can you find Aden on your map?

Class: Yes, I can find Aden on <u>my</u> map.

Continue procedure with other countries.

Teacher: Can Maria find Aden on her map?
(Listening signal)

Yes, Maria can find Aden on her map.

Can Maria find Aden on her map?
(Response signal)

Class: Yes, Maria can find Aden on her map.

Teacher: Can Carmen find Yemen on her map?
(Listening signal)

Yes, Carmen can find Yemen on her map.

Can Carmen find Yemen on her map?
(Response signal)

Class: Yes, Carmen can find Yemen on her map.

Teacher: Can Julio find Oman on his map?
(Listening signal)

Yes, Julio can find Oman on his map.

Can Julio find Oman on his map?
(Response signal)

Class: Yes, Julio can find Oman on his map.

Teacher: Can Jose find Saudi Arabia on his map?

Class: Yes, Jose can find Saudi Arabia on his map.

(Call two boys to the front of the room)

Teacher: Can Jose and Ramon find Yemen on their maps?
(Listening signal)

Yes, Jose and Ramon can find Yemen on their maps.
(Response signal)

Class: Yes, Jose and Ramon can find Yemen on their maps.

Teacher: (Calls two girls to the front)

Can Maria and Carmen find Saudi Arabia on their maps?
(Listening signal)

Yes, Maria and Carmen can find Saudi Arabia on their maps.

Can Maria and Carmen find Saudi Arabia on their maps?
(Response signal)

Class: Yes, Maria and Carmen can find Saudi Arabia on their maps.

Follow this procedure with group as a whole, with subgroups, girls, boys, individuals. Include patterns with we, they, etc.

Example: Can we find_____on the map, etc.

The children can be allowed at a later time to color their maps using a different color for each country. All maps should have the same color for the same country. The maps should be saved (in a folder) for future use.

READING:

Outline map of the Arabian Peninsula should be prepared and duplicated. Next to the name of each country on the map, there is a number. Below the map are questions:

1. Can you find Saudi Arabia on the map?

   Yes, I can find Saudi Arabia. Saudi Arabia is number_____.

2. Can you find Oman on the map?

   Yes, I can find Oman. Oman is number_____.

   etc.

Individual children are called on to read each question and give the answer. As the questions are answered, the answers are recorded on the duplicated pupils' copies. The entire page is then read again after all questions have been answered.

SAMPLE LESSON II

AIM:

To understand the concept of more than one expressed by addition of "s"

To use prepositional phrases with "in," "on"

in the desert

on the Arabian Peninsula

To use "there's" with one and "there are" with more than one

MATERIALS:

Pictures - scenes of desert:

one - very arid section

one - scene at an oasis

Individual pictures:

camels, 1 camel; goats, 1 goat; tents, 1 tent; Bedouins, 1 Bedouin

VOCABULARY:

camels, goats, tents, Bedouins, nomads, animals

POSSIBLE SOURCE OF PICTURES:

Life Magazine, S.V.E. picture sets "Children Around the World" A1557, Ginn - At Home Around the World, New Social Studies Curriculum bulletin, Continental Press - spirit master sheets, Teacher made materials, How People Live in the Middle East, David C. Cook Publishing Co., 850 North Grove, Elgin, Illinois 60120, National Geographic, The Desert (Silver Burdett) "Life" Series, pp. 94, 124, 126, 137, 140., The Bedouins (Lothrop), p. 10, 15, 56, etc.

PROCEDURE:

Display picture (as large as possible) of desert scene.

Ask children to tell about the picture. What kind of place is it? Give clues if needed - Is it a wet place? What animals do you see? Who are the people? What are they doing? Is it a dry place? Is it a hot place? Is it a cold place?etc.

Elicit, from children:

It's a hot place.

It's a dry place.

It's a hot, dry place.

Teacher: A hot, dry land is an arid land.

Arid means dry.

Arid lands are called deserts.

This is a picture of a desert.

(Point to the one.)

There are pictures of deserts.

(Point to others in room.)

This is a picture of the Arabian Desert. Let's see what we can find in the Arabian desert.

The people in the picture are called Bedouins. Bedouins live in the desert.
(Listening signal)

Repeat several times, stress final "s." (Response Signal)

Class: Bedouins live in the desert.

Teacher: Bedouins live in the Arabian Desert.
(Response Signal)

Class: Bedouins live in the Arabian Desert.
(Response Signal)

Teacher: Bedouins live in the desert.
(Response Signal)

Class: Bedouins live in the desert.

Girls: Bedouins live in the desert

Boys: Bedouins live in the desert.

Individuals: Bedouins live in the desert.

Show pictures of Bedouins in desert with animals and tents discernible.

Teacher: Bedouins raise animals.

What kinds of animals do they raise?

(Elicit answers from class - based on pictures)
(Listening Signal)

They raise camels, goats and horses.

(Repeat several times)

What kinds of animals do they raise?
(Respond signal)

Class: They raise camels, goats and horses.

(Repeated by sub-groups, individuals. Sub-groups and individuals ask questions of others and answer.)

Teacher: Do they raise animals?
(Listening Signal)

Yes, they do.

What kind of animals do they raise?

They raise camels, goats and horses.
(Repeat several times)

Teacher: Do they raise animals?

Class: Yes, they do.

Teacher: Girls, ask the boys if they raise animals.
(Listening Signal)

Do they raise animals?
(Response Signal)

Girls: Do they raise animals?

Boys: Yes, they do.
etc.

Teacher: Julio, ask the class what kinds of animals they raise.
(Listening Signal)

What kinds of animals do they raise?

(Repeat several times)
(Response Signal)

Julio: What kinds of animals do they raise?

Class: They raise camels, goats and horses.

Teacher: What do horses, goats and camels eat?

(Elicit answers - plants, grass, etc.) (Have children observe the pictures and note that there is very little vegetation.

Teacher: What must the Bedouins do once the plants in one place are all gone?

(Elicit - move to a new place)

Bedouins travel often from place to place. They're nomads.
(Listening Signal)

Bedouins are nomads.

(Repeat several times, have it repeated by class, boys, girls, individuals)

(Display pictures of nomads. One of one nomad, one of more than one nomad. Do the same for camels, sheep, etc.)

Teacher: (Picture of a nomad)

How many nomads are there in the picture?

(Elicit answer - one)

That's right!

There's one nomad.

How many nomads are there in the picture?
(Response Signal)

Class: There is one nomad.

Teacher: (Display picture of nomads.)

How many nomads are in this picture?

(Elicit answer 2)

That's right!

There are two nomads.
(Listening Signal)

Repeat.
(Give Response Signal)

Class: There are two nomads.

Teacher: Girls, how many nomads are there?

Boys: There are two nomads.

Teacher: (Shows picture of a camel)

How many camels are there?
(Listening Signal)

There's one camel.

(Repeat)

How many camels are there?
(Response Signal)

Class: There's one camel.

Teacher: (Shows picture of 3 camels)

How many camels are there?
(Listening Signal)

There are three camels.

(Repeat)

How many camels are there?
(Response Signal)

Class: There are three camels.

(After class responds a few times - call on boys, girls, individuals, etc. Have children ask questions of others, also. Continue procedure with pictures of goat, goats, tent, tents, animal, animals.)

DRILL: (Cued) Question and Answer Drill

Teacher: How many camels are there? cue 3

Class: There are three camels.

Teacher: How many Bedouins are there? cue 4

Class: There are four Bedouins.

Teacher: How many tents are there? cue 1

Class: There's one.

Teacher: How many nomads are there? cue 2

Class: There are two nomads.

Etc.

READING:

On chart paper.

Most of the Arabian Peninsula is a desert. A desert is an arid place. It's very dry, because there's very little rainfall.

Who lives in the desert?

Bedouins live in the Arabian Desert. Bedouins are nomads. Nomads travel from place to place. They move every few days. Because they move so often, they live in tents. They are sometimes called tent people.

Bedouins move often so their animals can get enough food and water. They raise camels and sheep.

(Read story as per method prescribed)

Teacher: Who can find the word which means more than one Bedouin?

(Volunteers raise hands)

Juan: I can find it. Goes to chart and points to the word Bedouins.

(Do the same for tents, camels, animals, nomads, goats, days)

A chart can be made using the words:

one:	more than one:
camel	camels
goat	goats
nomad	nomads

Etc.

Questions can also be formulated.

1. Where do the Bedouins live?
2. Why are they called nomads?
3. Why are they called tent people?
4. What kinds of animals do they raise?

These can be answered both orally and in written form and then copied into notebooks.

GRADE 4

SAMPLE LESSON I

AIM:

To expand sentence patterns: using phrases with the prepositions "by", "from", "to"; using "and" in series of things: by boat, by plane, and by bus.

To use the idioms: "to be worth," "a lot of"

RELATED SOCIAL STUDIES CONTENT:

Marco Polo's trip to China

MATERIALS:

Pictures

Maps indicating the route of the Polos. A story about Marco Polo.

SOURCES:

The Travels of Marco Polo
(available in paperback)

Living in the Americas
(MacMillan)

How the New World was Discovered
(Benefic Press)

Marco Polo
(Educational REsearch Council of Greater Cleveland)
(very easy reading for children)

VOCABULARY:

jewels, pearls, rubies, diamonds, Venice, Italy, China

PROCEDURE:

Read a story to the class about the trip of Maffeo Polo, his brother, and his son, Marco,to China. A filmstrip may be used, if available.

Teacher: Where did the Polos come from?
(Elicit answer)
(Listening signal)

They came from Italy.
(Repeat several times)
(Have Italy located on map)
(Response signal)

Class: They came from Italy.

Teacher: Where did they go?
(Elicit answer and locate area on map.)
(Listening signal)

They went to China.
(Repeat several times.)
(Response Signal)

Class: They went to China.
(Listening Signal)

Teacher: They went from Italy to China.
(Class-sub-groups-individuals)

Teacher: How did they travel?
(Elicit answers)
(Listening Signal)

They traveled by boat, by horse, and even by elephant.
(Repeat several times)
(Response Signal)

Class: They traveled by boat, by horse, and even by elephant.
(Class-sub-groups-individuals)

Teacher: How do we travel when we go from place to place?
(Elicit answers)
(Listening Signal)

We traveled by boat, by car, by train, by bus, and by airplane.
(Repeat several times, use backward drill if needed)
(Response Signal)

Class: We travel by boat, by car, by train, by bus, and by airplane.
(Class-sub-groups-individuals)

Teacher: Do some people today still travel by horse and by elephant?
(Elicit answers)
(Listening Signal)

Yes, they do. Some people today still travel by horse and by elephant.
(Repeat several times)

Class: Yes, they do. Some people today still travel by horse and by elephant.
(Class-sub-groups-individuals)
(A discussion can be developed on this topic at another time)

Teacher: What did the Polos bring from China.
(Elicit answers)
(Listening Signal)

The Polos brought rubies, diamonds, and pearls from China.
(Response Signal)

Class: The Polos brought rubies, diamonds, and pearls from China.
(Class-sub-groups-individuals)
(Repeat-ask question-answer question)

Teacher: (Explain that rubies, diamonds, etc. are called jewels.)

Were the jewels worth a lot of money?
(Elicit answers)
(Listening Signal)

Yes, they were. They were worth a lot of money.
(Repeat several times.)

Were the jewels worth a lot of money?
(Response Signal)

Class: Yes, they were.
They were worth a lot of money.
(Class-sub-groups-individuals)
(Questions and answers)

Teacher: Did the Polos tell a lot of people about China?
(Elicit answers)
(Listening Signal)

Yes, they did. They told a lot of people about China.
(Repeat several times)

Did the Polos tell a lot of people about China?
(Response Signal)

Class: Yes, they did. They told a lot of people about China.
(Class-sub-groups-individuals)
(Questions and answers)

DRILL: Substitution Drill

Teacher: They went from Italy to China.
(cue) from China to Italy.

Class: They went from Italy to China. They went from China to Italy.

Teacher: (cue) from Brooklyn to Manhattan

Class: They went from Brooklyn to Manhattan.

Teacher: (cue) from Third Avenue to Broadway

Class: They went from Third Avenue to Broadway

Teacher: (cue) We

Class: We went from Third Avenue to Broadway.

Teacher: (cue) She

Class: She went from Third Avenue to Broadway.

Teacher: (cue) He...to

Class: He went from Third Avenue to Seventh Avenue. Etc.

Teacher: We had a lot of money.
(cue) candy

Class: We had a lot of money.
We had a lot of candy.

Teacher: (cue) ate

Class: We ate a lot of candy.

Teacher: (cue) She

Class: She ate a lot of candy. Etc.

READING:

Who Am I?

A long time ago, I lived in Venice, Italy. My father, my uncle and I traveled from Italy to China. We traveled by boat, by horse, and even by camel. We traveled for years and years. When we came home, we brought many jewels. We brought many rubies, diamonds, and pearls. The jewels were worth a lot of money. We were very rich.

1. Who is telling the story?
2. Where did he live?
3. Where did the three men travel?
4. How did they travel?
5. What did they bring home?
6. Were the jewels worth a lot of money?

SAMPLE LESSON II

AIM:

To use the past tense of the irregular verb "to be"

To use the past tense of regular verbs

To use the structural word "did"with "How," "What," "Where," "When," for questions.

VOCABULARY:

Sequoyah, Cherokee, famous, trader, tribe

RELATED SOCIAL STUDIES CONTENT:

The American Indians; Sequoyah

MATERIALS:

Picture of Sequoyah - Social Studies Curriculum Bulletin - p. 22 or library book

Story about Sequoyah

PROCEDURE:

Teacher: We have learned that there are many different kinds of people in America. Each different group has had famous people in it. Here is a picture of a famous Indian, Sequoyah. Let's find out why Sequoyah became famous. (The teacher can tell the class about Sequoyah National Park and the giant Sequoia trees of California which were named after him. Pictures can be shown, etc.)
(Read a story to the class about Sequoyah. Information can be found in Social Studies Curriculum Bulletin, p.23. Library books on the topic are also available. After reading the story, give the class a chance to ask questions, comment, etc.)

Teacher: Who was Sequoyah?
(Elicit answers)
(Listening Signal)

Sequoyah was a famous Indian.
(If necessary, have "famous" defined.)
(Repeat several times.)

Who was Sequoyah?
(Response Signal)

Class: Sequoyah was a famous Indian.
(Repeated by class-sub-groups-individuals)
(Have different children and sub-groups ask the question and respond.)

Teacher: What kind of work did Sequoyah do?

What was he?
(Elicit answers)
(Listening Signal)

He was a trader and a hunter.
(If necessary, have "trader" defined.)

What was he?
(Response Signal)

Class: He was a trader and a hunter.
(Repeated by class-sub-groups, individuals-children ask question and answer it.)

Teacher: What tribe did he belong to?
(Elicit answers)
(Define and explain Cherokee tribe, if necessary.)
(Listening Signal)

He belonged to the Cherokee tribe.
(Repeat several times.)

What tribe did he belong to?
(Response Signal)

Class: He belonged to the Cherokee tribe.
(Repeated by class, sub-groups, individuals, etc.)

Teacher: How did he learn to read and write English?
(Elicit answers.)
(Listening Signal)

He studied books from the church school.
(Repeat several times)
(Response Signal)

Class: He studied books from the church school.
(Repeated by class-sub-groups-individuals)

Teacher: What did Sequoyah invent?
(Elicit Answers)
(Listening Signal)

Sequoyah invented a way to write the Cherokee language.
(Repeat several times.)

What did Sequoyah invent?
(Response Signal)

Class: Sequoyah invented a way to write the Cherokee language.
(Repeated by class-sub-groups-individuals, etc.)

Teacher: Where did he die?
(Elicit answers)
(Listening Signal)

He died in Mexico.
(Repeat several times.)

Where did he die?
(Response Signal)

Class: He died in Mexico.
(Repeated by class, sub-groups, individuals; children ask questions, give answers, etc.)

DRILL: Conversion Drill

MAKE A CHART OF THESE AND OTHER REGULAR VERBS.

Teacher:	Class:
invent	invented
live	lived
die	died
belong	belonged
study	studied

Etc.

SUBSTITUTION DRILL:

Teacher: He invented it.
(cue) studied

Class: He invented it. He studied it.

Teacher: She lived in New York.
(cue) died

Class: She lived in New York. She died in New York.

Teacher: We lived in the city.
(cue) stayed

Class: We lived in the city. We stayed in the city.

Teacher: They belonged to the club.
(cue) hurried

Class: They belonged to the club. They hurried to the club.

Discuss use of "is" and "was"

He is going.

He was going.

She's here.

A conversion drill can be used if necessary. Add is and was to "magic word list."

READING:

Sequoyah was a very famous Indian. He was born in Tennessee in 1760. His father was a white trader. His father traded with the Indians for furs. His mother was a Cherokee Indian.

Sequoyah belonged to the Cherokee Indian tribe. He was a hunter and a fur trader. He did not go to school, but he learned to read and write English. He studied books from the church school.

Sequoyah invented a way to write the Cherokee language. Most of the Cherokee Indians learned to read and write the Cherokee language. Sequoyah died in Mexico when he was 83 years old.

QUESTIONS:

1. Who was Sequoyah?
2. Where was Sequoyah born?
3. Which tribe did Sequoyah belong to?
4. Was Sequoyah a hunter?
5. How did he learn to read & write?
6. What did Sequoyah invent?

(Follow usual procedure with reading exercise.)

GRADE 5

SAMPLE LESSON I

PUERTO RICO

AIM:

To develop expanded patterns using the comparative form of the adjective

To introduce the use of "than" in comparative form

To use "but" to introduce auxiliary clauses

To build content vocabulary

RELATED SOCIAL STUDIES CONTENT:

Relative size and location of Puerto Rico

MATERIALS:

Map of North, South, and Central America, and the West Indies Transparency of map of the West Indies

VOCABULARY:

Cuba, Hispaniola, Haiti, Dominican Republic, Jamaica, Puerto Rico, West Indies, Greater Antilles, Lesser Antilles, Virgin Islands

PROCEDURE:

Display a map of the Americas.

Teacher: (Point to North America)
What's the name of this continent?
(Elicit answer)

(Point to South America)
What's the name of this continent?
(Elicit answer)

(Point to countries of Central America)
These countries which connect North and South America are called the countries of "Central America". Continents are large bodies of land. On our map are smaller bodies of land. What are they called?
(Elicit answer)

These smaller bodies of land are called islands.
(Point to the islands)

All of these islands together are called the West Indies.
(Point to Cuba, Jamaica, Hispaniola, and Puerto Rico)

These four islands are part of the West Indies. They're called the Greater Antilles.
(Have children find the various lands on individual maps. Give them enough time to examine the maps carefully.)

(Referring to transparency of map of West Indies)

Is Puerto Rico a small island or a large island?
(Elicit answer)

That's right! Puerto Rico is a small island.

Which island is larger than Puerto Rico?
(Elicit answer based on map)
(Listening Signal)

Hispaniola is larger than Puerto Rico.
(Repeat several times)
(Response Signal)

Class: Hispaniola is larger than Puerto Rico.
(Class, sub-groups, and individuals)

Teacher: Which other island is larger than Puerto Rico?
(Elicit answer)
(Listening signal)

Cuba is larger than Puerto Rico.
(Repeat several times)
(Response signal)

Class: Cuba is larger than Puerto Rico.
(Class, sub-groups, individuals)

Teacher: Is Jamaica larger or smaller than Puerto Rico?
(Elicit answer)
(Listening signal)

Jamaica is larger than Puerto Rico.
(Repeat several times)
(Response signal)

Class: Jamaica is larger than Puerto Rico.
(Class, sub-groups, individuals)

Teacher: Which islands are larger than Puerto Rico?
(Elicit answer)
(Listening signal)

Jamaica, Hispaniola, and Cuba are larger than Puerto Rico.
(Repeat several times)
(Response signal)

Class: Jamaica, Hispaniola, and Cuba are larger than Puerto Rico.
(Class, sub-groups, individuals ask and answer the question)

Teacher: There are other islands in the West Indies.
(Point to Lesser Antilles)

These islands are called the Lesser Antilles. Three of these Islands belong to the United States. They are near Puerto Rico.

What are the names of these islands?
(Elicit answer: St. John, St. Thomas, and St. Croix)

These three islands together are called the American Virgin Islands.

Are the Virgin Islands larger or smaller than Puerto Rico?
(Elicit answer)
(Listening Signal)

The Virgin Islands are smaller than Puerto Rico.
(Repeat several times)

Are the Virgin Islands larger or smaller than Puerto Rico?
(Response signal)

Class: The Virgin Islands are smaller than Puerto.
(Class, sub-groups, and individuals ask and answer the question)

Teacher: Which islands are larger than Jamaica?
(Elicit answer: Hispaniola, and Cuba.)

Which islands are smaller than Jamaica?
(Elicit answer: Puerto Rico, Virgin Islands)
(Listening Signal)

Cuba and Hispaniola are larger than Jamaica, but Puerto Rico and the Virgin Islands are smaller.
(Repeat several times)
(Response Signal)

Class: Cuba and Hispaniola are larger than Jamaica, but Puerto Rico and the Virgin Islands are smaller.
(Class, sub-groups, and individuals)

Teacher: Hispaniola is the name of an island. There are two countries on that island. What are the names of the two countries on Hispaniola?
(Elicit answer based on map: Haiti, Dominican Republic)

Which country is larger; Haiti or the Dominican Republic?
(Elicit answer: Dominican Republic)

Which Islands are smaller than the Dominican Republic?
(Elicit answer)

Which island is larger than the Dominican Republic?
(Elicit answer)
(Listening Signal)

Jamaica, Puerto Rico, and the Virgin Islands are smaller than the Dominican Republic, but Cuba is larger.
(Repeat several times)

Which islands are smaller than Puerto Rico?
(Elicit answer)

Which islands are larger than Puerto Rico?
(Elicit answer)
(Listening signal)

Cuba, Jamaica, and Hispaniola are larger than Puerto Rico, but the Virgin Islands are smaller.
(Class, sub-groups, individuals)

(Continue the above procedure with as many different combinations of islands and countries as necessary, as long as interest is maintained.)

I'll think of an island and tell you something about it. Then you guess which island it is.

I'm thinking of an island which is larger than Puerto Rico, but smaller than Cuba. Which island am I thinking of?
(Elicit answer)

That's right! Hispaniola is larger than Puerto Rico but smaller than Cuba. I'm thinking of Hispaniola. Tell me about an island you're thinking of.
(Listening signal)

I'm thinking of an island which is larger than Puerto Rico, but smaller than Cuba.
(Repeat several times)
(Response signal)

Class: I'm thinking of an island which is larger than Puerto Rico, but smaller than Cuba.
(Class, sub-groups, individuals)

Teacher: Let's see, Hispaniola is larger than Puerto Rico, but smaller than Cuba. Are you thinking of Hispaniola?
(Elicit positive response)
(Listening signal)

Hispaniola is larger than Puerto Rico, but smaller than Cuba.
(Repeat several times)
(Response signal)

Class: Hispaniola is larger than Puerto Rico, but smaller than Cuba.
(Class, sub-groups, individuals)

(Continue with the above procedure until the children are familiar with the patterns. Use as many different combinations of islands as possible.)

DRILL: Substitution Drill

Teacher: Cuba is larger than Hispaniola, but Puerto Rico is smaller.
(cue) Jamaica is smaller.

Class: Cuba is larger than Hispaniola, but Puerto Rico is smaller. Cuba is larger than Hispaniola, but Jamaica is smaller.

Teacher: Jamaica is larger than Puerto Rico, but the Virgin Islands are smaller. (cue) Hispaniola is larger

Class: Jamaica is larger than Puerto Rico, but the Virgin Islands are smaller. Hispaniola is larger than Puerto Rico, but the Virgin Islands are smaller.

Teacher: Hispaniola is larger than Puerto Rico, but smaller than Cuba.
(cue) Jamaica

Class: Hispaniola is larger than Puerto Rico, but smaller than Cuba. Jamaica is larger than Puerto Rico, but smaller than Cuba.

Etc.

APPLICATION:

Game--"I'm Thinking of an Island"

"IT" is chosen. IT chooses an island and gives clues. The person who guesses which island IT is thinking of becomes the new IT.

IT: I'm thinking of an island. It's larger than Puerto Rico, but smaller than Cuba. Which island am I thinking of?

Juan: Hispaniola is larger than Puerto Rico, but smaller than Cuba. Are you thinking of Hispaniola?

Etc.

READING:

Prepare duplicated sheets which include a map of the West Indies, the following reading passage, and questions. Use the usual procedure.

There are four islands in the Greater Antilles. The Greater Antilles is part of the West Indies. The other islands of the West Indies are called the Lesser Antilles. The islands of the Greater Antilles are larger than the islands of the Lesser Antilles. Cuba, Hispaniola, Jamaica, and Puerto Rico, are in the Greater Antilles. Cuba is larger than Hispaniola. Hispaniola is smaller than Jamaica, but smaller than Cuba, Jamaica is larger than Puerto Rico, but smaller than Hispaniola and Cuba.

St. Thomas, St. John, and St. Croix are the American Virgin Islands. The Virgin Islands are next to Puerto Rico. Puerto Rico is larger than the Virgin Islands, but smaller than Jamaica, Hispaniola, and Cuba.

QUESTIONS:

1. Which islands are larger than Puerto Rico, but smaller than Cuba?
2. Which island is smaller than Jamaica, but larger than the Virgin Islands?
3. Which island is larger than Jamaica, but smaller than Cuba?

SAMPLE LESSON II PUERTO RICO

AIM:

To expand patterns with clause introduced by "who"; modifying the subject

To expand content vocabulary

RELATED SOCIAL STUDIES CONTENT:

The Indians of Puerto Rico

SOURCES:

Events in the History of Puerto Rico, vol. I (Research for Urban Education, Inc., New York)

The Island of Puerto Rico: A Summary of Events (Board of Education, Office of Intergroup Education)

MATERIALS:

Filmstrip, children's library books, pictures, dioramas, etc.

VOCABULARY:

Taino, Caribs, Boriquen, invade, capture, enslave, intermarry, racial characteristics

PROCEDURE:

Show filmstrip (if available) or tell the story about the Tainos of Puerto Rico. Use pictures to illustrate.

Teacher: When Columbus landed in Puerto Rico, whom did he find there?
(Elicit answer)

Columbus found the Taino Indians in Puerto Rico.

What did the Taino Indians call their island?
(Elicit answer: Boriquen)
(Listening signal)

Columbus found the Taino Indians, who called their island Boriquen.
(Repeat several times)
(Response signal)

Class: Columbus found the Taino Indians, who called their island Boriquen.
(Class, sub-groups, individuals)

Teacher: What did we learn from the story about the Taino Indians?
(Elicit answer: They were peaceful. They came from South America.)
(Repeat several times)
(Response signal)

Class: The Taino Indians were peaceful Indians, who came from South America.
(Class, sub-groups, individuals)

Teacher: Were there other Indians in the West Indies?
(Elicit: Yes!)

What do we know about these other Indians?
(Elicit answers)
(Listening signal)

There were other Indians in the West Indies, who were not as peaceful as the Tainos.
(Repeat several times; use backward drill if necessary.)
(Response signal)

Class: There were other Indians in the West Indies, who were not as peaceful as the Tainos.
(Class, sub-groups, individuals)

Teacher: Who were these other Indians?

Where did they come from?
(Elicit answers)
(Listening signal)

These other Indians were the Carib Indians, who also came to the West Indies from South America.
(Repeat several times)
(Response signal)

Class: These other Indians were the Carib Indians who also came to the West Indies from South America.
(Class, sub-groups, individuals)

Teacher: What often happened to the Tainos?
(Elicit answer)
(Listening signal)

The Tainos were often invaded by the Caribs, who would kill the

Taino men, and capture the women and children.
(Repeat several times; use backward drill)
(Response signal)

Class: The Tainos were often invaded by the Caribs, who would kill the Taino men, and capture the women and children.
(Class, sub-groups, individuals)

*NOTE:

New words should be defined in context.

Teacher: What did the Spaniards, who came to the island after Columbus, do?
(Elicit answer)
(Listening signal)

The Spaniards, who came to the island after Columbus, enslaved the Indians.
(Repeat several times)
(Response signal)

Class: The Spaniards, who came to the island after Columbus, enslaved the Indians.
(Class, sub-groups, individuals)

Teacher: We learned that many of the Indians died fighting the Spaniards. Others died from cruel treatment and from disease. What happened to the Indians who still lived in Puerto Rico in 1542?
(Elicit answer)
(Listening signal)

In 1542, the Indians who still lived in Puerto Rico, were given their freedom.
(Repeat several times)
(Response signal)

Class: In 1542, the Indians who still lived in Puerto Rico were given their freedom.
(Class, sub-groups, individuals)

DRILL: Substitution Drill

Teacher: Columbus found the Taino Indians, who called their island Boriquen.
(cue) who were very peaceful

Class: Columbus found the Taino Indians, who called their island Boriquen.

Columbus found the Taino Indians, who were very peaceful.

Teacher: The other Indians were the Caribs, who were very warlike.
(cue) who came from South America

Class: The other Indians were the Caribs, who were very warlike.

The other Indians were the Caribs, who came from South America.
Etc.

READING:

Use the usual procedure

When Columbus landed in Puerto Rico, he found people living there. The people he found were the Taino Indians, who called their island Boriquen. The Taino Indians were very peaceful Indians, who came to the West Indies from South America. There were other Indians in the West Indies who were not as peaceful as the Tainos. These other Indians were the war-like Caribs, who also came from South America. The Tainos were often invaded by the Caribs, who would kill the Taino men and capture the women and children. The Spaniards, who came to the Island after Columbus, enslaved the Indians. When this happened, the Tainos and the Caribs, who were enemies, fought together against the Spaniards. Many of the Indians died fighting the Spaniards, while others died from cruel treatment and from disease. In 1542, the Indians who still lived in Puerto Rico, were given their freedom.

The Indians who remained, intermarried with the Spanish and African people of Puerto Rico. "This was the first step in the development of the Puerto Rican. The racial characteristics of the Taino can still be seen in the population of the island today. In this way the brave and proud Taino Indian is still alive today."

QUESTIONS:

Have the children fill in the answers individually. After they have completed the exercise, have the answers read aloud, as individuals correct their own papers. Finally, have the entire class read the corrected answers aloud, with the teacher as model.

1. The people Columbus found were the_____.

2. The Taino Indians were very_____Indians, who came to the West Indies from_____.

3. There were other Indians in the _____, who came from_____.

ETC.

*Pablo Figuetoa, et.al, Events in the History of P.R. vol. 1, Research for Urban Education, Inc. N.Y. p. 53

GRADE 6

LESSON I

DIALOGUE

Did you know.....?

Aims:

1. Social Studies - To introduce the work of the archaeologist in obtaining information about the past.
2. English
   a. To develop new vocabulary, layer, strata, archaeologist, a lot of (much, many)
   b. To use patterns with the interrogative words did, with short answers-affirmative and negative; to substitute a noun with a pronoun.
3. Procedure
   Part I
   a. Read the entire dialogue aloud while pupils listen.
   b. Explain new vocabulary.
   c. Repeat each part.
   d. Have students repeat in unison, sub-groups, individually
   e. Begin role-playing.

Jimmy: Hello, Pedro! How was school today?

Pedro: Great! I learned a lot of new things about old things.

Jimmy: Did you say a lot of new things about old things?

Pedro: Yes, I did. Did you know the earth was formed like a layer cake?

Jimmy: No, I didn't. I don't understand.

Pedro: First, one layer of rock and soil was formed. Then another one on top of this one. Later, another layer was formed on top.

Pedro: I learned a new word, too. The layers of the earth are called strata.

Jimmy: I'll remember this word, strata.

Pedro: I learned more than that. I learned that each strata represents millions of years.

Jimmy: How interesting! Did you say millions of years?

Pedro: Yes, I did. Did you know that they found stone tools and skeletons in each layer?

Jimmy: No, I didn't. You're making fun of me.

Pedro: No, this is true. I saw some of these things at a museum.

Jimmy: How did they get them?

Pedro: By digging deep down in the earth. A scientist called an archaeologist works to find out about the old things of the past.

Jimmy: How does he know where to dig?

Pedro: He guesses places where men lived a long time ago.

Jimmy: Thank you for telling me about this, Pedro.

Pedro: You are welcome, Jimmy.

SAMPLE LESSON TWO

READING THE DIALOGUE

PROCEDURE:

1. Distribute copies of the dialogue, but have students turn them down on their desks.
2. Read the entire dialogue while students listen.
3. Read each part and have students repeat what they heard.
4. Read the dialogue, with papers turned up.
5. Read one part at a time, and students imitate in unison.
6. Do the same, with students imitating in sub-groups, so that you can call attention to points at which their mimcry needs improvement.
7. Read the same, with students imitating individually.
8. Divide the class in pairs, and call on several pairs to read parts.
9. Assign the dialogue for further study, if necessary.

SAMPLE LESSON THREE

LANGUAGE PATTERN PRACTICE

1. Questions with Did

Short answers with Did - Affirmative and Negative.

a. Questions and answers with pronouns as the subject.

b. Questions and answers in which a noun in the question is substituted with a pronoun in the answer.

Repetition Practice

Procedure

Divide the class into two groups. (By rows or boys-girls).

Teacher models the questions and answers for repetition. (Use signals)

a. Questions and answers with a pronoun as the subject.

Group I	Group II
1. Did you know the story?	Yes, I did.
2. Did he know the story ?	Yes, he did.
3. Did she know the story?	Yes, she did.
4. Did they know the story?	Yes, they did.

(Reverse the order of the groups for repetition of questions and answers).

b. Substitution of noun with pronoun in the answer.

Group I	Group II
1. Did Pedro know the story?	Yes, he did.
2. Did the archaeologist know the story?	Yes, he did.
3. Did Carmen know the story?	Yes, she did.
4. Did the children know the story?	Yes, they did.
5. Did Tom and Carmen know the story?	Yes, they did.
6. Did the teacher know the story?	Yes, she/he did.

c. Repeat this language drill with the negative using the same procedure.

Examples

1.	Did you know the story?	No, I didn't.
2.	Did he know the story?	No, he didn't.
3.	Did she know the story?	No, she didn't.
4.	Did they know the story?	No, they didn't.

Then:

Did Pedro know the story?	No, he didn't.

Etc.

MATHEMATICS/ESL LANGUAGE LESSONS

The integrated Mathematics and Language lessons in this section are for children who speak English as a second language. The goals of these lessons are to develop concepts in mathematic skills and to teach vocabulary and sentence structures used in this subject area. After each lesson the students should be better equipped to function in math taught by the regular classroom teacher. It is highly advisable that the ESL teacher and the content area teacher be in close contact. Each teacher should be aware of the other's curriculum and be able to plan lessons to meet the needs of the pupils.

Audio-lingual techniques should be followed. The pattern is said by the teacher as a model, then repeated by the class, sub-groups of the class, and then by individuals. The teacher should initially acquaint pupils with specific hand gestures to signal listening and repeating responses.

The following sample lessons are prepared to help the ESL teachers attempting to incorporate mathematics with the language instruction. Teachers should adapt the lesson to the level of language ability of the pupils.

Teaching Math Through ESL

Lesson I

Aims: 1) To teach the concept of cardinal numbers.

2) To teach the pupils the written form of cardinal numbers.

3. To acquaint pupils with the sentence patterns "How many _____ s are there?" and "There (is) are _____ _____ (s).

Materials: Flannel board, cut outs, realia

Vocabulary:

zero	0	three	3
one	1	four	4
two	2	five	5

Motivation: Have students recite together "one, two, three, four, five, All the bees flew to their hive." Group five students together and assign each student a number. Have each student call out his own number, (from 1-5), and have the whole class say the last line of the rhyme together. Choose a different set of five pupils and repeat the procedure until all pupils have participated.

Activity: Have pupils listen and observe while the teacher counts the fingers on her left or right hand. The teacher should then count five objects or people on a picture chart. Make sure that the objects in the picture chart do not exceed 5 objects.

Have the pupils repeat counting one to five. Instruct them to point to each object as they count.

Vary the number of items on the flannel board and have the pupils count with the teacher. Have them say "There are _____ _____" after each counting session.

Example:

Teacher places a cut out ball on the flannel board and says,

Teacher: "one ball" Pupils: (repeat) "one ball"

Teacher: "two balls" (for a second picture) Pupils: (repeat)

Teacher: "three balls" (for a third picture) Pupils: (repeat)

Teacher: "There are three balls" Pupils: "There are three balls."

After practicing with pupils in counting various objects in the picture chart, the teacher should instruct one of the pupils to place 3 objects on the flannel board and count them. The teacher then places the numeral 3 near the objects or writes the numeral 3 on the chalkboard. Students should be acquainted with the written form for the cardinal numbers zero through five.

Reinforcement Activity

The teacher should place a number of objects on the flannel board and then ask the pupils, "How many _____ s are there?" Have students answer, "There (is) are _____ _____ (s)."

Vary the number of objects and repeat the pattern drill to reinforce the students' listening, speaking, and counting ability.

Evaluative Activity

Distribute the work sheets. Read the directions for the pupils. Do the sample problem with the students before having them perform the assignment.

Student Work Sheet

Name: _____

Class: _____

Look at the pictures. Count the objects. Write the numeral for your answer in the box. (0, 1, 2, 3, 4, 5.) Write the number for your answer on the blank (zero, one, two, three, four, five).

Sample

There are [5] fingers.

There are _____ fingers.

There are [ ] books.

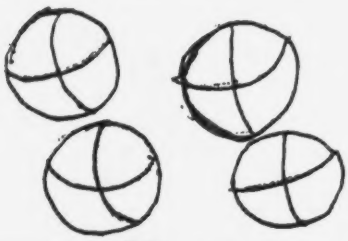
There are _____ books.

There are [ ] pencils.

There are _____ pencils.

There are [ ] apples.

There are _____ apples.



There are [ ] balls.

There are _____ balls.

There are [ ] boys.

There are _____ boys.

Lesson II

Aims: 1. To teach pupils how to tell time

2. To acquaint them with the structures

"What time is it?"

"It's _____ o'clock."

Materials: A clock face with movable hands.

Vocabulary: It's ---- It is

o'clock

time

Review: Numbers one through twelve.

Motivation: Have pupils listen to the record "Rock Around the Clock" by Bill Haley.

Have them clap to the song, and (perhaps the teacher may explain to the students the dance which was popular in the U.S.) Have the pupils sing along with the record.

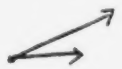
Activity:

The teacher shows the clock face to the pupils and says "This is a picture of a clock."

Teacher: "clock" (says it 2 or 3 times)

Pupils: "clock" (repeat).

The teacher explains that the clock has two hands; A short hand and a long hand. (Point to the hands of the clock)



The clock has 12 numbers on it. 1, 2, 3, 4, ... 12. (Have students count with the teacher).

For older and more advanced students the teacher may explain that the long hand indicates the minutes and the short hand, the hour.

For younger and new learners of English the teacher may acquaint pupils with telling time by placing the long hand at 12:00 and moving the short hand to point to different numbers.

The teacher should explain that the long hand always points to 12 and the short hand points to three when it's three o'clock.

Have the pupils raise their right arm straight above their heads and extend their left arm straight to the side.

Explain to the children that their arms are now in the position of 3 o'clock.

Have them repeat "It's three o'clock". The teacher then moves the short hand to 6 and directs the pupils to move their arms accordingly. She may then ask, "What time is it?" (2 times) "It's 6 o'clock." (teacher models for pupils) "It's 6 o'clock."(pupils)

Continue with this procedure and elicit from pupils the position of the hands of the clock in relationship to the time.

Have pupils come up front one at a time and move the hands of the clock to show the hour requested by the teacher. Then have the pupils explain the time.

Example: Teacher: "Juan, come up and move the hands of the clock to make it 1:00 o'clock."

Pupil: (moves the hand of the clock) "It's 1 o'clock."

Evaluative Activity:

Distribute the work sheet to the pupils. Read the directions and do the example with the students (See attachment.)

Other Lessons:

For the next lesson "half past _____ " may be taught, then "quarter past and quarter to." etc.

Student Work Sheet

Name: _____

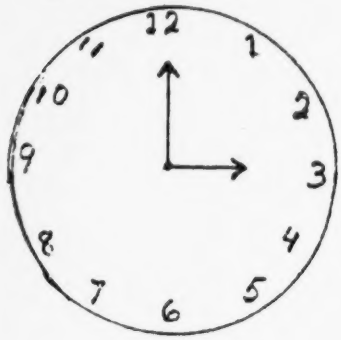
Class: _____

Date: _____

What time is it?

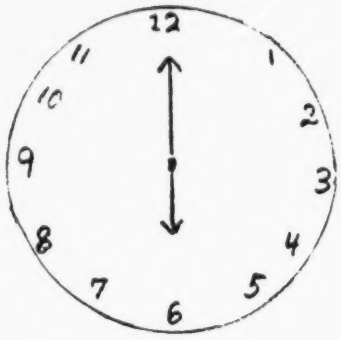
Fill in the blank to tell the correct time.

1. eg.



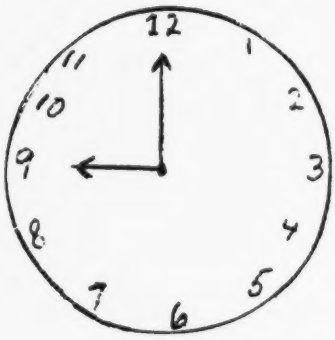
It is <u>three</u> o'clock.

2.



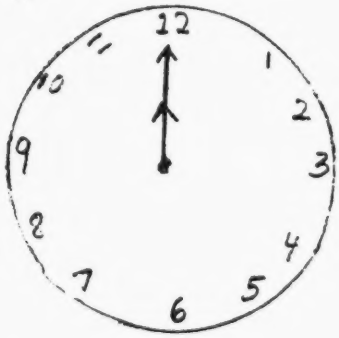
It is _____ o'clock.

3.



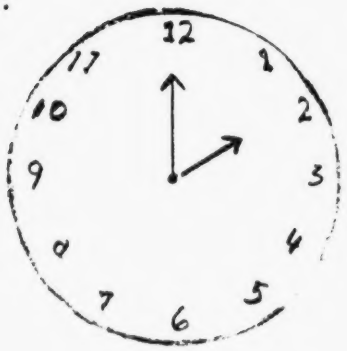
It is _____o'clock.

4.



It is _____o'clock.

5.



It is _____o'clock.

6.

It is _____o'clock.

Lesson III

Aim: To teach the concept of "whole" and "half".

To review the use of "this" and "that".

Materials: Picture chart, realia

Vocabulary: whole, half, piece

Procedure: This is a whole pie.

This is a whole apple.

This is a whole sandwich.

This is a whole banana.

The teacher says the above sentences and shows each item to the pupils. She then has the whole class repeat each sentence. She should go over each sentence with all the pupils, some of the pupils and individual pupils.

The teacher now cuts the pie into two equal pieces.

Teacher: "Here are two pieces of pie.""Is this a whole pie (showing half of a pie)?"

Teacher: (Motion to students to listen) "This is not a whole pie, this is half a pie." (Teacher demonstrates that the two halves are of equal size.)

Students: (Preteach to say "that" while pointing) "That is not a whole pie." "That is half a pie." (Continue the procedure with the other items, apple, sandwich, and paper.)

The teacher asks the students to observe while she cuts an apple into two unequal pieces.

Teacher: Here are two pieces of apple. Are they the same size? Are they equal? (Elicit from pupils to say they are not the same size or they are not equal. Then have the pupils describe the sizes.)

Teacher: Listen carefully and repeat after me... This is not half an apple. This is a piece of an apple. (Showing a small piece.)

Pupils: (Pointing) That is not half an apple. That is a piece of an apple.

Teacher: Is this piece half an apple? (Showing a big piece)

Pupils: That is not half an apple, that is a piece of an apple.

(Continue with the other items.)

Review: Teacher: Is this a whole banana? (Showing a whole banana)

Pupils: Yes, that is a whole banana.

Teacher: Is this a whole pie? (directing to a smaller group of pupils)

Pupils: Yes, that is a whole pie.

Teacher: Is this a whole sandwich? (Showing half a sandwich)

Pupils: No, that is not a whole sandwich. That is half a sandwich.

Teacher: Is this half a sandwich? (a small piece)

Pupils: No, that is not half a sandwich; that is a piece of a sandwich.

Vary the items and their sizes. Drill the patterns in affirmative

and negative response structures. Then, if time permits, use the chain drill to reinforce the interrogative pattern.

Homework Activity:

Name: _____

Class: _____

Circle the piece that is a half.

Fill in the right answer.

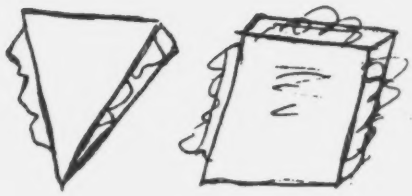
1. Example:

This is half a banana.

2.

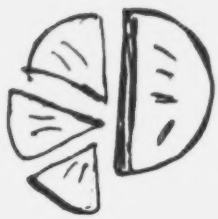
This is _____ an apple.

3.



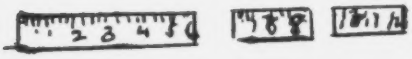
This is _____ a sandwich.

4.



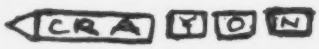
This is _____ a pie.

5.



This is _____ a ruler.

6.



This is _____ a crayon.

Lesson IV

Aim: To acquaint pupils with pennies and nickels.

Materials: Play coins in nickels and cents.

Vocabulary: nickel - nickels

penny - pennies

worth

Procedure: Teacher: Here are five pennies. They are also called five cents.

The teacher may explain to the pupils that the coin has two names, one is called penny and the other cent. It is like some people with two names, the name they use in school and the name they use at home. Give examples such as: Pablo is called Pabo at home or Francesca is called Paquita.

Teacher: We have one cent.

Pupils: (Repeat) _____

Teacher: We have one cent. (Have pupils give the other name)

Pupils: We have one penny.

Teacher: We have five pennies.

Pupils: _____ cents.

(Continue with the pattern drill).

Teacher: Here is one nickel. A nickel is the same as five cents. One nickel is worth five cents.

Teacher: A nickel. (Showing a nickel.)

Pupils: A nickel.

Teacher: Worth. (having the value of)

Pupils: Worth.

Teacher: A nickel is worth five cents.

Pupils: (repeat)

Teacher: What is another name for five cents?

Pupils: It is a nickel.

Teacher: How much is a nickel worth?

Pupils: A nickel is worth five cents.

Teacher: What is another name for cents?

Pupils: It is pennies.

Activity:

Divide the class into two groups. While the teacher works with one group an educational assistant may work with the other. Items may be used to have students 'buy' and 'sell' using correct coins, and exchanging coins of the same value.

Homework Activity: (Example)

What Can You Buy?

Pick two things you can buy for four cents.

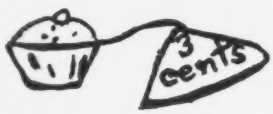
Draw a circle around those items.

one cent

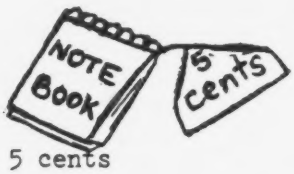
2 cents

2 cents

Pick something you can buy for a nickel.



3 cents



5 cents

1 cent

Lesson V

A Weigh In

Elementary and Intermediate Language lessons for the Science and Math Content Areas.

- The teacher may choose to divide this lesson into "mini" units for students with limited attention spans. The summary sections in the procedure unit allows for this type of division.

Elementary

Content Aim: To become familiar with weights.

Language Aim: Unit 1-"Yes, no" responses to "Does" questions.

Materials: A kitchen scale, items of realia including canned goods, toys, books, etc.

Motivation: Have the students arrange their seats in a circle. Begin by introducing the names of the realia to be used in the lesson. This will include words like scale, can of _____, box of _____, etc. Review formerly learned structures by using full sentences to name the objects.

eg. This is a _____. These are _____.

It's a _____. They're _____.

Procedure:

1. Place one of the objects, a can of Coke for example, on the scale. Point to the weight of the can as recorded on the scale and say:

   It weighs _____ ounces.

   Does it weigh _____ ounces?

   Yes, it does.

2. Have the students repeat the structures until they have mastered pronunciation, rhythm, and intonation of the sentence patterns. Then have the students provide the information.

e.g. T - It weighs _____ ounces.

Cl. - Does it weigh _____ ounces?

T - Yes, it does.

3. Have the students make the statement.

Cl. - It weighs _____ ounces.

T - Does it weigh _____ ounces?

Cl. - Yes, it does.

Summary:

4. Have the individual student weigh objects and ask the question.

Jose, (weighing an orange) - It weighs _____ ounces.

Maria. - Does it weigh _____ ounces?

Jose - Yes, it does.

---

5. At this point the teacher should introduce the negative response to the question.

T - It weighs __(6)__ ounces.

- Does it weigh __(10)__ ounces?

- No, it doesn't.

6. Repeat steps 2, 3 and 4 and then have the students challenge each other by providing either correct or incorrect weights in the question.

Jose: It weighs __(10)__ ounces.

Maria: Does it weigh __(6)__ ounces.

Jose: No, it doesn't. It weighs __(10)__ ounces.

Paul: Does it weigh __(10)__ ounces.

Jose: Yes, it does. It weighs __(10)__ ounces. etc.

This exercise may be continued until all students have participated.

Note:

Items need not be limited to the measure of ounces. Pounds may be included also.

Language Aim; Unit II: "Yes/No" responses to "Do" and "Does" questions.

1. Provide the students with a review of the Language Aim for Unit I.

   It weighs _____ ounces.

   Does it weigh _____ ounces?

   Yes, it does./No, it doesn't.

2. Place two objects on the scale and provide the sentence pattern model.

   T - They weigh _____ ounces.

   - Do they weigh _____ ounces?

   - Yes, they do./No, they don't.

3. Repeat steps 2, 3, 4, 5 and 6 from Unit I using the new language pattern.

Other suggested content aims:

- substitute measure for weight, and inches, feet, or yards for ounces.

- Teach the conversion of inches to feet, feet to yards, etc.

- Teach the abbreviations for the terms used.

Other suggested Language aims:

- Information questions

  How much does it weigh?

  How much do they weigh?

- Conjunction "or"

  Does it weigh _____ ounces or _____ ounces?

  Do they weigh _____ ounces or _____ ounces?

Intermediate

Content Aim: To become familiar with weights.

Language Aim:

Unit I: To learn the use of the simple form and structure of adjectives.

"the same as", "as much as" etc.

Materials: A scale, items of realia including 2 cans of canned goods of equal weight, 2 pieces of fruit of equal weight, etc.

Motivation: Review the structures from the Elementary Weight Unit.

It weighs _____ ounces.

Does it weigh _____ ounces?

Yes, it does./No, it doesn't.

They weigh _____ ounces.

Do they weigh _____ ounces?

Yes, they do./No, they don't.

How much do they weigh?

How much does it weigh?

Does it weigh _____ ounces or _____ ounces?

Do they weigh _____ ounces or _____ ounces?

Procedure:

1. Place one of a pair of equal objects on the scale. Point to the weight as recorded on the scale and say:

   It weighs _____ ounces.

2. Repeat the procedure using the other object of the pair and say:

   It weighs _____ ounces.

3. Hold up both objects and say:

   This can weighs the same as this one.

   This one weighs as much as this one.

Summary:

4. Repeat steps 1 and 2 using different pairs of objects of equal weight. Have the students weigh objects and generate the sentence patterns.

Summary:

5. To teach the negative counterpart of the sentence patterns repeat steps 1 and 2 using objects of different weights. When both objects have been weighed hold them up and say:

   This can doesn't weigh the same as this can.

   This one doesn't weigh the same as this one.

   Have the students weigh the objects and generate the sentence patterns.

Summary:

6. Repeat steps 1, 2, 3, and 4 using two pairs of objects of similar weight. This will generate the patterns:

   These cans weigh the same as these cans.

   These weigh as much as these.

   These cans don't weigh the same as these cans.

   These don't weigh the same as these.

Language Aim:

Unit II: To learn the use of the comparative form and structure of adjectives.

... more than

... _____er than

Procedure:

1. Place an object on the scale. Point to the recorded weight and say:

   It weighs _____ ounces.

2. Repeat the procedure using another, heavier or lighter object. Weigh it and say:

   It weighs _____ ounces.

Summary:

3. Hold up both objects and compare them saying:

   This can weighs more than this one.

   This can weighs less than this one.

   Have the students weigh different objects and generate the sentence pattern.

Summary:

4. To teach the negative counterpart of the sentence patterns repeat steps 1 and 2. Hold up the objects and say:

   This can isn't heavier than this one.

   It's lighter.

   This can doesn't weigh more than this one.

   It's lighter.

   Have the students weigh objects and using the sentence patterns compare their weight.

5. To teach the Yes/No question weigh two objects and say:

   (Holding the heavier can) This can is heavier than this one.

   (Pointing to the heavier can) Does this can weigh more than this one?

   Yes, it does.

   (Pointing to the lighter can) Does this can weigh less than this one?

   Yes, it does.

Note:

At this point, this lesson or subsequent lessons may continue with teaching the Yes/No questions with "do", "is" and "are". Negative responses may be generated through games and procedures suggested in previous units.

Other suggested content areas:

- Substitute measures for weights. This will generate "longer than", "shorter than","bigger than", etc.

- Have students perform addition and subtraction of weights and measures.
- Develop the students' ability to compare and contrast items.

Other suggested language aims:

- Using the procedures outlined in previous units develop the superlative adjective patterns and structures - the most _____, _____ est.

SCIENCE

The following sample resource unit and sample lesson plans are included to provide the E.S.L. teacher with a model for incorporating the science content area in the language lesson. Close articulation between the classroom science teacher and E.S.L. teacher is essential if topics to be covered in the content area are to be included in language lessons.

SCIENCE - CONTENT AREAS - SAMPLE UNIT

The following unit is taken from the Resource Unit Series The Puerto Rican Study; The First Grade. It is an excellent example of how content areas can be incorporated in E.S.L. language lessons for foreign born students.

GROWING PLANTS

PURPOSES:

To develop children's awareness of the effect of seasonal changes on living habits

To instill a love of growing things by giving children an opportunity to cultivate and care for plants

To extend children's contacts with other people both in and outside of school

To instill a feeling of pride in the appearance and care of our classroom

BASIC EXPERIENCES:

Planting seeds, caring for them, and watching their development, e.g., in individual containers, in class window boxes, in the school garden

Taking a trip to a florist shop to buy seeds

Engaging in "spring cleaning" in the classroom, e.g., cleaning desks, playing house, closets, centers

Optional Experiences:

Inviting a florist, a gardener, or the squad in charge of the school garden to visit the class

Using a weather calendar or dial for recording daily weather

Making shadow children (Take large sheets of newsprint to the schoolyard; trace and cut out shadows of children at different times of day, compare these.)

Organizing booklets of activities for rainy days

Collecting different kinds of seeds for a seed collection

Motivation:

Talk about Mother's Day. What can we do about a gift she would enjoy? What is better than a little growing plant that will last for a long time?

Talk about good breakfasts. Children usually say, "I like only_____," or "I won't eat_____." Very often they have never tasted any but one or two kinds of dry cereal. What better motive for a cereal tasting party!

Children tell of mothers' activities in spring cleaning, in putting away winter clothing and taking out lighter clothing. How about our own spring cleaning in school? How about putting away some things we don't use any more?

Related Activities:

Language Arts

Listening and Observing

Instructions on planting seeds

Poems and stories read by the teacher about gardens, plants, insects

Weather reports on the radio

Sounds of rain on roof, on window pane

Directions read from seed envelopes

Growth of a plant

Seasonal changes in a tree, bush, or lawn

Types of food available and clothing worn in the spring

Pictures of spring activities in books and magazines

Film-strips that tell about growth and care of plants

Length of children's shadows at different times of day

Mercury in a thermometer going up when weather is warm, down when it is cold

Speaking

Changes in weather in the spring

Difference in way we dress in different kinds of weather

How plants are like children: They like to grow big and strong; they need good food, fresh air, sunshine, water, rest, and care.

How to plant seeds and care for them; kinds of seeds to plant

Spring cleaning in school and at home

Conversing with each other about favorite rainy-day game or activity, choice of seed to plant, new clothing for spring; with older children in charge of school garden

Interviewing people who know about planting, e.g., florist, gardener, person in charge of school garden

Reporting personal experiences in planting, about rainy-day fun at home, about developments in science experiments with plants

Memorizing and reciting simple poems about gardens and plants

Dramatizing how a seed grows into a plant; spring cleaning activities

Reading and Reading Readiness

Simple stories related to springtime

Simple library books, science books that have stories related to springtime

Writing

Cooperative record of the growth of a plant, results of simple science experiments

List of seeds planted by each child

Own name and name of seed planted on individual container

STUDY SKILLS

Learning to identify letters of alphabet through classification of flowers and vegetables

Finding stories and poems related to springtime

SOCIAL STUDIES

Studying relationship of weather to family living, food, clothing

Learning good citizenship in care of garden and parks

MATHEMATICS

Counting number of seeds to be distributed for planting

Comparing size of seeds

Measuring amount of soil and water to be used for plant

Learning to use ruler to measure depth for planting seeds

SCIENCE

Learning needs of plants

Experimenting with plants to see effect on growth of lack of water, air, or of good soil

Observing difference in length of shadows at different times of day (Take long sheets of newsprint to schoolyard at different times; have children trace a child's shadow each time; cut out shadows and hang up in classroom; label as follows: "Mary's shadow at 10 o'clock," "Mary's shadow at 12 o'clock," "Mary's shadow at 3 o'clock.")

Constructing and using a large oaktag thermometer with movable red ribbon or card to show temperature each day

ART

Drawing and painting pictures as an outgrowth of experiences

Making the classroom more attractive

MUSIC

Learning songs related to spring

Listening to records

HEALTH

Physical Activity

Engaging in rhythms related to the theme, e.g., digging, planting seeds

("Mulberry Bush" melody lends itself well to this as "This is the way we _____ _____ _____.")

Health Learning

Noting particular health precautions for spring season, e.g., dress properly, care for colds

Comparing needs of child with needs of plant for growth and good health

Safety

Learning danger of eating wild berries in parks

Practicing the safe use of garden tools

Outlining safety rules for shopping excursion

NARRATIVE: WE PLANT SEEDS

The children had finished planting seeds in small containers as gifts for Mother's Day. They had also planted some seeds in cheese boxes with one glass side inserted so they could watch the developments. However, they were not quite satisfied. They were not really gardeners like those in the songs and poems they had learned. In a song-play they had learned to dig and weed and hoe. You couldn't do that in a milk-container or cheese box! Besides, some of their seedlings were getting big and needed more room.

"How can we become real gardeners?" asked the teacher. Of the suggestions offered, the most reasonable seemed to be the school garden.

"Who will ask our principal if we may have our own part of the garden?" Joseph and Rita volunteered. They were carefully instructed by the class on what to say and how to say it.

They found Mr. Robbins, the principal, very much interested in their request but not ready to give an answer. The next day it came, and the teacher printed it on the chalkboard, large and clear, so they could read it. It said:

April 10, 1975

Dear Class 1-3,

I have good news for you. You may have a garden. Please ask the garden class to help you.

Your friend,

John Robbins

How happy the children were and how proud that the teacher had been able to help them with only one word (news) in reading the letter!

The next few days were busy ones indeed with so many important letters to write. First, a letter of thanks was written to Mr. Robbins. (It set off a long period of letter writing because Mr. Robbins wanted to be kept informed of developments.) Next they wrote to the garden class and found them enthusiastic. Both letters were composed cooperatively. Some children copied the first and others the second letter; one of each was selected to be sent. How hard everyone tried to write so that his letter might be chosen! And what fun to get letters back and to try to read them!

The garden class offered to come down to talk it over. They helped in the planning by asking: How much land do you want? Where do you want it? What will you plant?

The teacher listed the children's suggestions of what to plant. Needless to say, some were not practical or even possible, but she put them on the list anyway. The next day they took the list to Mr. Jones, the florist on the next block. With his help they cut their list down to three vegetables--carrots, radishes, and lettuce. He added two flowers--marigolds and morning glories. Then the real work started.

With the help of the older boys and girls, they marked off their plot, turned the soil making it soft and smooth for planting seeds. They divided into five groups, each group having one row for its special seeds. They learned how wonderful a ruler is and how it helps you plant the seeds just deep enough and just far enough apart. They counted the number of seeds needed for the little holes they had made. Soon all the seeds were snugly planted, watered, and marked with their names.

Every day they checked their garden and watched impatiently for the first green shoot. Once in a while Mr. Jones dropped in before he opened his shop.

They asked him many questions and felt reassured that nothing was wrong but that seeds just needed plenty of time, warm sun, and water.

Once the little plants began to push through the soil, there was weeding to be done, measuring of the baby plants, and, of course, keeping Mr. Robbins informed of progress. By the middle of June, they had what appeared to be a goodly crop. Now came preparations for a garden party lunch. While the girls made the sandwiches of bread and butter, peanut butter and jelly, the boys scrubbed the carrots and radishes and washed the lettuce thoroughly. The flowers made beautiful decorations for the classroom.

John had never eaten a raw carrot before. He said he would ask his mother to get him some from now on. How they all enjoyed the fruits and their labor! Mr. Robbins, who was their guest, said he had never eaten such a good radish. He enjoyed their song-play about the little seed especially since they had made it up themselves and played it as they sang:

I was a tiny seed
Way down in the ground.
The sun came and warmed me.
The rain came and wet me.
Then I began to grow,
And grow, and grow
Until I became a big, strong, healthy plant.
I was a tiny little child
So thin and unhappy.

Then I played in the sunshine.

I drank milk and fresh water.

I ate good vegetables and fruit.

I had plenty of sleep.

Then I began to grow,

And grow, and grow

Until I became a big, strong, healthy child.

SAMPLE LESSON I

GROWING PLANTS

AIMS:

1. To teach how plants grow from seeds, bulbs, and cuttings of plants
2. To help pupils identify parts of a plant, e.g., root, stem, bud, flower, fruit
3. To develop children's appreciation of plants in their neighborhood, gardens, and city parks

MATERIALS:

Bean seeds, cuttings from a carrot, a flower bulb, soil, rocks or pebbles, water, small cans, baby food jars and empty milk cartons (pint size)

VOCABULARY:

seed, root, bulb, stem. leaf, leaves, flower, soil, rock, pebble

MOTIVATION:

1. The teacher may bring in a few potted plants and elicit from pupils the names of these plants in their language
2. Have pupils with plants at home talk about their plants
3. Show a film-strip of plants and how they grow to the class. A short discussion should follow the film viewing. Discussion should cover: how a plant grows from a seed, from a cutting or from a bulb; what the plant needs to grow; and the parts of the plant

ACTIVITIES:

New vocabulary items should be introduced by identifying each object after the pattern is modeled by the teacher.

Teacher: This is a bean seed (showing a bean seed. Other seeds may be substituted)

Class: Repeat

Teacher: This is a carrot (showing the carrot).

Class: Repeat

Teacher: This is a cutting from a carrot (show pupils the carrot top that was cut).

Class: Repeat

Continue with all objects for the lesson. Then change the pattern to interrogative structure.

Teacher: What is this? (A seed)

Class: This is a _____seed.

The interrogative structure from teacher to pupil may then be changed to the chain drill where each pupil, given two objects, identifies one and then asks the next pupil what the other object is.

Jose: (given a rock and a potted plant)
This is a rock. (holding the rock)

Maria, what is this? (holding the potted plant)

Maria: This is a plant. (given two new objects)

Julio, what is this?

ETC.

LAB WORK ACTIVITY:

Have students clean the empty milk cartons, baby food jars. Instruct them to cut the top of the milk carton. Have them write their names on the bottom of the milk carton.

Divide the pupils into three groups. Have one group work with seeds, the other with bulbs, and the other with cuttings from plants. (carrots)

Give soil to pupils with seeds and bulbs and show them how to plant the seeds.

Give pebbles and baby food jars to pupils with carrot cuttings and show them how to plant the cutting.

Three areas on desks may be chosen to place the cartons of seeds, bulbs, and the jars of carrots on.

Assign three pupils to the three areas to take care of the plants. Rotate pupils every two weeks so that all pupils in class will get a chance.

An assignment chart should be posted near each area. The chart should include the nature of assignment, such as watering the plants, the names of pupils assigned, and the date.

1. Have pupils draw and color parts of the plant.
2. Have pupils make diorama of a garden or a poster about plants.
3. Have pupils write a short paragraph about the plant.
4. Make a plant chart and have pupils observe and mark the dates whenever they observe a new growth on the plant.
5. Have students visit the library and select books on plants.
6. A story-reading hour may include a story about plants selected by one of the pupils.

SAMPLE LESSON II

ANIMAL CHARACTERISTICS

AIM:

To introduce pupils to the various characteristics of animals

MOTIVATION:

This lesson should be self motivating.

Using pictures, filmstrips or movies will enhance the interest pupils have in the animal world.

VOCABULARY:

The names of animals, parts of the body, long, short, big, small, little,etc.

MATERIALS:

Pictures of various animals

PROCEDURE:

1. Show pupils a picture of a monkey.

   While pointing to the picture say:

   It is a monkey

   It is brown

   It has a long tail

   It has small ears

   Have the students repeat each sentence before continuing with the next picture. The next picture might be a rabbit.

   It is a rabbit

   It is white

   It has long ears

   It has a short tail

   It has pink eyes

2. After introducing a number of animals the teacher should begin having the students compare the characteristics of the animals e.g.,

   The monkey has smaller ears than the rabbit

   The rabbit has a shorter tail than the monkey.

   ETC.

FOLLOW-UP ACTIVITIES:

1. Have the students play the following guessing game.

   Ask a student to make believe he is one of the animals discussed in the lesson. Ask him to describe it without telling the students the name of the animal.

   It is white

   It has long ears

   It has a short tail

2. After introducing a number of animals the teacher should begin having the students compare the animals:

   The monkey has smaller ears than the rabbit

   The rabbit has a shorter tail then the monkey

   Etc.

3. Have the students play a game.

   Ask for a student volunteer to describe himself as an animal, but not to name it.

Student 1: My ears are long.

I have a short tail.

I have pink eyes.

What am I?

Student 2: Are you a dog?

Student 1: No, I'm not.

Student 3: Are you a donkey?

Student 1: No, I'm not.

Student 4: Are you a rabbit?

Student 1: Yes, I am.

Student 4 now takes the place of Student 1. Student 4 now describes an animal and procedes to respond to the guesses of other students e.g.,

Student 1: My ears are long.

I have pink eyes.

I have a short tail.

What am I?

Student 2: Are you a dog?

Student 1: No, I'm not.

Student 3: Are you a donkey?

Student 1: No, I'm not.

Student 4: Are you a rabbit?

Student 1: Yes, I'm a rabbit.

Student 4, the student who guessed correctly, now takes the place of student 1. He procedes to describe another animal and answers the guesses of other students.

4. Plan a trip to the zoo. Characteristics of animals which will be seen by the children should be pre-taught. The students will enjoy seeing the animals and telling about them. e.g.,

the elephant's trunk

the giraffe's long neck

the camel's hump

SAMPLE LESSON III

WEATHER

AIM:

To introduce the vocabulary of weather and to establish an on-going process of recording the daily weather on a weather chart

MOTIVATION:

Using pictures of various weather conditions elicit from the students the vocabulary of weather. Tell the students about developing the weather chart.

MATERIALS:

Pictures of various weather conditions

A large calendar

VOCABULARY:

rain, snow, ice, wind, sun, cloud, sky, cold, warm, wet, dry. hot, cool, rainy, sunny, cloudy, icy, raining, snowing

PROCEDURE:

1. Using the pictures of weather conditions, teach pupils the pattern:

   It's a _____day.

   Drill the pupils on each condition. Have pupils repeat the model and then perform a substitution drill.

Teacher: (Pointing to a picture)
It's a cold day.

Pupils: It's a cold day.

Teacher: It's a rainy day.

Pupils: It's a rainy day.

ETC.

Eventually, the teacher needs only to point to the picture. The students should automatically provide the pattern with the appropriate vocabulary word substituted.

2. Hang the calendar in a conspicuous place in the classroom. Review the days of the week and dates with the students.

Teacher: Today is Wednesday, October 5th.

(Point to the date and day on the calendar. Have the students repeat the model.)

Teacher: Yesterday was Tuesday, October 4th.

(Repeat the procedure above.)

Teacher: What kind of a day is it today?

It is a windy day.

It is a cool day.

It is a sunny day.

Teacher: What kind of day is it today?

Pupils: It is a windy day.

It is a cool day.

It is a sunny day.

After the students have mastered repeating the response, the teacher should enter on the calendar the words windy and cool for October 5th. A picture of a smiling sun can indicate a sunny day.

3. The previous day's weather can now be taught. Using the procedures outlined in steps 1, 2 and 3, the students should be taught the patterns:

Yesterday was Tuesday, October 4th.

What kind of day was it?

It was a _____ day.

This information should be entered on the calendar.

FOLLOW-UP ACTIVITIES:

1. Keeping a weather chart on the calendar should be an on-going process. This will not only provide for a daily review of weather vocabulary, but it can also include a review of patterns and grammar taught in subsequent lessons. For example: "It's a cold day." "It's a windy day." can be joined with the

conjunction "and" to form, "It's a cold and windy day."

2. In subsequent lessons, the teacher may ask students to describe the weather in their native countries. A map should be used to locate the country and a lesson on climate in various countries may result.

3. The teacher may wish to elaborate the weather chart to include the temperature. A simple thermometer on the outside ledge of the window will provide a new entry on the weather chart, the day's temperature.

4. For teaching, motivating or reviewing the future tense, the teacher may tape record a weather report from the radio or television news. Patterns using both the "going to" and "will" future will be used to predict the next day's weather. Students may wish to record in pencil the weather forecast and keep score of how accurate the forecast was.

SAMPLE LESSON IV

GLACIERS

AIM:

To teach about glaciers and their effect on the land

Review previous lessons

LANGUAGE AIMS:

To expand sentence patterns by using adverbial clauses

To use introductory word "what" plus auxiliary "did" for questions

VOCABULARY:

glacier, giant, soil

MATERIALS:

Filmstrip of glacier, showing action of a glacier on landforms, etc.

SOURCES:

Science Bulletin grades 3-4, p. 279 #2 "What Happens When Snow and Ice Melt?" Living in the Americas, (Macmillan)

PROCEDURE:

Show filmstrip or pictures. Discuss the film, answer questions, etc. (The class can perform an actual experiment ot demonstrate the action of snow and ice when melted--See Science Bulletin gr. 3-4, p. 279.)

Teacher: We learned that many years ago, the Northeast was covered by a giant glacier.
(Elicit definition of "glacier".)

What was the weather like in the Northeast when it was covered by the glacier?
(Elicit answer)
(Listening signal)

The Northeast was very cold when it was covered by the glacier.
(Repeat several times)
(Response signal)

Class: The Northeast was very cold when it was covered by the glacier.
(Class, small groups, individuals)

Teacher: What happened when the weather got warmer?
(Elicit answer)
(Listening signal)

When the weather got warmer, the glacier started to move.
(Repeat several times)

What happened when the weather got warmer?
(Response signal)

Class: When the weather got warmer, the glacier started to move.
(Discuss the possible reasons for this.)

Teacher: Class, ask me what happened when the weather got warmer.
(Listening signal)

What happened when the weather got warmer?
(Repeat several times)
(Response signal)

Class: What happened when the weather got warmer?

Teacher: When the weather got warmer, the glacier began to move.

Girls, ask the boys what happened when the weather got warmer.
(Response signal)

Girls: What happened when the weather got warmer?

Boys: When the weather got warmer, the glacier began to move.
(Class, sub-groups, individuals ask and answer the question.)

Teacher: In which direction did the glacier move when the weather got warmer?
(Elicit answer)
(Listening signal)

When the weather got warmer, the glacier moved southward.
(Repeat several times)

In which direction did the glacier move when the weather got warmer?
(Response signal)

Class: When the weather got warmer, the glacier moved southward.
(Class, sub-groups, individuals)

Teacher: What did the glacier do as it moved?
(Elicit answer)

As it moved, the glacier wore down the tops of the mountains.
(Repeat several times)

What did the glacier do as it moved?

Class: As it moved, the glacier wore down the tops of the mountains.

Teacher: Class, ask me what the glacier did as it moved.
(Listening signal)

What did the glacier do as it moved?
(Repeat several times)
(Response signal)

Class: What did the glacier do as it moved?

Teacher: As it moved, the glacier wore down the tops of the mountains.

Juan, ask the girls what the glacier did as it moved.

Juan: What did the glacier do as it moved?

Girls: As it moved, the glacier wore down the tops of the mountains.
(Class, sub-groups, and individuals ask and answer the question.)

Teacher: What else did the glacier do as it moved?
(Elicit answer)
(Listening signal)

As it moved, the glacier carried rocks and soil with it.
(Repeat several times)

What else did the glacier do as it moved?
(Response signal)

Class: As it moved, the glacier carried rocks and soil with it.
(class, sub-groups, and individuals ask and answer the question)

Teacher: We know that the weather continued to get warmer and warmer, and warmer. What happened to the ice and snow when the weather got warmer?
(Elicit answer)
(Listening signal)

Teacher: When the weather got warmer, the ice and snow began to melt.
(Repeat several times)

What happened to the ice and snow when the weather got warmer?
(Response signal)

Class: When the weather got warmer, the ice and snow began to melt.
(Class, sub-groups, and individuals ask and answer the question)

Teacher: Empty spaces were left by the glacier as it melted and moved southward. Water filled these spaces. What did the water form as it filled the empty spaces left by the glacier?

(Elicit answer)
(Listening signal)

As it filled the empty spaces left by the glacier the water formed rivers and lakes.
(Repeat several times)

What did the water form as it filled the empty spaces left by the glacier?

Class: As it filled the empty spaces left by the glacier, the water formed rivers and lakes.
(class, sub-groups, and individuals ask and answer the questions.)

Teacher: What else happened as the ice melted?
(Elicit answer)
(Listening signal)

As the ice melted, millions of large rocks were left behind.
(Repeat several times)

What else happened as the ice melted?

Class: As the ice melted, millions of large rocks were left behind.
(Class, sub-groups, and individuals ask and answer the question.)

DRILL: Substitution Drill

Teacher: As the ice melted, millions of large rocks were left behind.
(cue) the glacier moved southward.

Class: As the ice melted, millions of large rocks were left behind. As the ice melted, the glacier moved southward.

Teacher: As the glacier moved, it wore down the tops of the mountains.
(cue) it carried rocks and soil with it

Class: As the glacier moved, it carried rock and soil with it.

Teacher: As the weather got warmer, the glacier began to move.
(cue) the ice and snow melted

Class: As the weather got warmer, the glacier began to move.

As the weather got warmer, the ice and snow melted.

READING:

Thousands of years ago a giant glacier covered the Northeast. It was very cold, when the land was under this giant sheet of ice. When the weather got warmer, the glacier moved southward. As it moved, it wore down the tops of the mountains. As it moved, it carried rocks and soil with it.

The weather got warmer and warmer. As the weather got warmer, the ice and snow melted. Water filled the empty spaces left by the glacier. As the water filled the empty spaces, it formed rivers and lakes. As the ice melted, millions of large rocks were left.

1. What did the glacier do as it moved?
2. What did the glacier carry with it as it moved?
3. What happened as the weather became warmer?

ETC.

TEACHING ESL THROUGH SONGS

Introduction

The linguistic approach to learning a language prescribes that listening skills are first acquired before speaking skills occur and these two skills are generally firmly implanted before reading and writing skills are fully developed.

Learning a language is similar to learning a song. The individual must first listen to the song and understand it before he can attempt to successfully repeat it or improvise it.

The improvisation of the song closely corresponds to the creativity in a new language in which an individual restructures or transforms sentences to produce new ones.

After an individual has learned and been able to improvise a song, his next step is usually to discover how to read the musical notation which describes the song in words. This feature of music parallels that of language in which the individual learns how to decode or read the written representation of speech sounds.

In music the individual may eventually discover how to compose songs and, again, this aspect of music parallels that of writing an essay or composition in a language. (The encoding process). Music then, is a form of communication and, like speaking, it is spontaneous, and relies heavily on

imagination, dramatization, conceptualization, and creativity.

Both music and language take their meaning from the environment which surrounds them. The idiomatic expressions of language are best understood when, like music, they are dramatized or acted out.

For the foreigner, the understanding and use of idiomatic expressions must be regarded, a priori, as crucial to the acquisition of facility in the language.

One cannot truly carry on intensive conversation in a foreign language if one does not understand the nuances of the lyrics and the musical notations. Through the teaching of songs and simple musical instruments it is hoped that the teacher can help the student to quickly recognize that adequate speech production is closely linked with adequate pitch and intonation.

As the songs are sung and the musical instruments played the teacher will help the students to gradually discover that tempo, pause, breathing, voicing, pitch, phrasing, coloration, and dynamics are equally important to music and to language.

Factors To Consider In Selecting Songs

Songs often depict moods, expressions, a special event, and the culture of a country.

The linguistic structure of songs may be expressed formally or informally, and may be represented in slang or colloquial expressions.

It is important that the teacher carry out a careful survey and select songs that have:

1. Meaningful and widely accepted expressions in the English language.
2. Simple linguistic structures which will reinforce sentences learned in the English as a second language class.
3. Appropriate vocabulary and idiomatic expressions. (Avoid slang and archaic words if possible. However, for advanced students, popular slang expressions and idioms can be used to enhance their knowledge of the English language, and to inform students of poetic license available to writers and lyricists).
4. Expressions that convey a special historical or cultural event of simple melodies and interesting rhythm.
5. Suitable range for the voices of the pupil. (Transposition of some songs may be necessary).
6. Repetition of stanzas and a chorus since these features enable slower students to get a chance to quickly learn the parts of a song and to join in the chorus.

Some Useful Techniques In Teaching Songs

Teaching songs should be done in a manner that creates an enjoyable, meaningful and relaxed atmosphere. If it becomes tedious, slow and boring, a teacher may lose the interest of her students. It is therefore important to have a pleasant environment, suitable seating arrangement, and to use pictorial charts, realia, or provide an interesting follow-up activity to enhance the songs taught.

It is not necessary for the teacher to have a beautiful singing voice but she should have a clear tone. The use of a piano, a guitar or an auto harp with an unobstrusive accompanying style will help the students in singing the melody and rhythm. However, if the teacher is not able to play a musical instrument or have someone accompany her, then, a tape recorder or records may be used. Before teaching a new song, play the song through several times, without letting the students see the lyrics. The students may then be asked to sway, clap, or tap to the rhythm of the music. Next, invite the students to hum the tune with you while they listen.

Now, you may sing the song through to (la) as you play the song. It is better if you sing the melody without the recording so that students can hear the melody clearly. If you feel self-conscious and are not confident of your own singing voice, invite a student (volunteer) to sing the melody to the class. Usually there are one or two students who can pick up a tune very quickly and like to show off with the lyrics.

Now the students can sing through one line at a time. without the accompaniment. This will give the teacher a chance to hear the students and correct any problems in pronunciation and stress that may arise.

After listening and learning the tune, it is quite enjoyable to the students to have the teacher read the stanzas of the song dramatically in conveying their meaning and achieving effective intonation.

Students then model after the teacher line by line, in a large group, in small groups, row by row, and individually. Each activity should be short and active. Teaching a song can usually be done in two or three lessons. However, a lot depends on the type of song that is to be taught, the pupils' level of language comprehension, and the aims of the lesson.

It will be helpful to the teacher to have an idea of the type of vocabulary that is to be introduced. The vocabulary to be taught should be determined by the pupils' age. level of his linguistic development, his interest and the resources available to him. It may also be helpful for the teacher to know the gradual and sequential progression in language items that should be incorporated into the songs. Thus, in teaching pupils whose linguistic performance in listening speaking, reading and writing is at the elementary level, the teacher should limit the structures to be taught to sentences in the simple present and present continuous tenses, imperatives, and to easily demonstrable vocabulary. For students at the intermediate level the past tense may be introduced. In addition, there

may be greater use of auxiliaries, presentation of questions in a variety of forms, inclusion of the present perfect tense, and the use of more complex sentences employing "if" clauses and two part verbs, as well as simple interrogative structures. For advanced level students longer and more complex structures, and more slot-filling activities may be included where the pupils' creativity in the language is encouraged and opportunity is given them to complete the missing elements in a variety of structures. This latter exercise will, of course, involve controlled writing and prepares the pupil to eventually write compositions on his own.

Note:

A few educational commercial records are on sale for teachers who are interested in teaching English as a second language through songs. The records specialized in developing required and appropriate structures in teaching English as a second language.

Some of these records are:

1. "The Hard to Learn ESL Blues," by Don Byrd and Laurie Wellman, 1975, Collier MacMillan International, Inc. 866 Third Avenue, N.Y., N.Y. 10022
2. "Mister Monday and other Songs for the Teaching of English" by the Solid Hat Band, Kenneth Wilson, 1971. Longman.
3. "Goodbye Rainbow" by the Solid Hat Band, Kenneth Wilson, Longman.
4. "Sunday Afternoons" by Roy Kingsbury and Patrick O'Shea, Longman.
5. "Skyhigh" by Brian Abbs and Nola York, Longman Inc. Publishers, 19 West 44 Street, N. Y., N. Y. 10036.

Additional Activities

Teachers can help students develop a positive self-image by promoting a development of the native culture in conjunction with a study of the new culture.

1. Have students learn international songs and folk dances, in the native language and in English.
2. Have a student volunteer teach the class a popular folk song or a dance which is representative of the pupil's country.
3. Develop students' awareness of the different national holidays and special events in the United States and other countries.
4. People or parents in the community may be invited as resource people to the class.
5. Plan to hold special events which serve to improve the rapport between students, teachers and the community. At these functions a joint contribution of talents may be pooled through songs, dances, art, shows, talks, and through cooking a special national dish.
6. Create a Pen Pal Club for the pupils. By communicating with other pupils in similar programs in various schools the new language learners are encouraged to expand their educational and social horizons.

Some Topics For The Development Of A Lesson Plan In Teaching Songs

In developing a lesson plan, the teacher should consider the level of the child's capability in the ESL class. ESL 1 students will need to spend considerable time in producing patterned responses and, consequently, should be introduced to songs where the lyrics of stanzas are repeated. As they are introduced to the songs they should be given adequate instruction in phrasing, pitch, stress, juncture, and pronunciation in general, with careful attention given to vocabulary development within the framework of the phrase structure.

ESL 2 students should be introduced to dialogues as found in the lyrics of folk songs and popular hits. These songs present the idiomatic expressions of the language and they should be reinforced through MLA instruction.

Advanced ESL students should be encouraged to make their own improvisations in the lyrics of songs and should receive ample opportunity to participate in dramatic performances requiring creativity and greater use of spontaneous language. Of course, it should be understood that the "level" in which the ESL student is placed should not be the final determinant for choosing the content of the lesson. In the final analysis, the students should be taught only what they are capable of learning and are interested in experiencing.

The following areas are given as examples which require attention by the teacher who is seeking to reinforce the ESL lesson through a song:

1. Enabling the students to develop aural-oral acuity.
2. Enabling the students to develop rhythm, intonation, correct phrasing, correct breathing required in syntactical structures.
3. Enabling the students to create their own dialogues through skits employing puppets, props and other devices.
4. Enabling the students to develop an understanding of idiomatic expressions and to use these expressions in context.
5. Enabling the students to handle plurals, prepositions, tenses, conjugations, antonyms, synonyms, rhyming, and others.
6. Enabling the students to develop reading ability through a phonetic reading method by using foreign language songs.

   Example: Chinese song - "Feng, yeng, song"

   Feng, yeng (sounding out ng sound)

   Song, long (compare and contrast the words from Chinese to the words or symbols used in the target language)
7. Enabling the pupils to develop both oral and writing creativity through role playing and other forms of dramatization. This activity can be further developed by having the students rephrase the popular commercial jingles which offer much opportunity for creative expression in English using new and expanded structures.

8. Enabling the pupils through the use of musical instruments, to develop a sense of understanding of musical notations, pitch, and rhythm. Numbers, letters, and musical notation in the ascending and descending scale, can be reinforced by using chords and arpeggios on such objects as the marimba, piano, or musical bells.

Lesson Plans

A variety of lesson plans is provided here to help the teacher develop language lessons through songs. Certain modification to the lessons may be necessary to meet the needs of the teacher's particular pupils.

The planned lessons should vary to include the following topics.

1. Vocabulary lesson within cultural context
2. Idiomatic usage within cultural context
3. Sounding - reading and giving dictation
4. Listening to records in small groups involving the students with specific assignments
   a. Listening to vocal records - transcribing the song from the tape or record in the notebook
   b. Listening to dance records - such as square dance records where students learn the terminology and learn to follow directions.
5. Performance practice through controlled self-expression and free expression.

Lesson I

Aims: 1. To teach parts of the body to the students.

2. To teach students direction - ←LEFT and RIGHT→

Pronunciation: A. Check to see that the pupil does not replace the sh sound in (Shake) with the ch sound in (chake).

B. Check to see whether the students know the dipthong sounds in shoulder, out, about, around.

Materials:

"Hokey Pokey" record or tape, a musical instrument, realia.

A picture chart indicating LEFT and RIGHT.

Vocabulary:

Left	head
Right	whole self
hand	shake
foot	turn around
shoulder	take out
	put in

Motivation: Have pupils listen to the song "Hokey Pokey."

Play the song a number of times. The students will enjoy listening to the song and should be instructed to clap along with the beat.

Activity:

Have students sing (la) to the tune of "Hokey Pokey." Teacher raises her left hand.

Teacher: Left hand (twice)

Students: Left hand (Listen for the ft sound in left and make sure that the correct hand is raised).

Continue with this procedure replacing left hand with right hand, then with left foot, and right foot.

Be sure that all the pupils repeat in unison first and then have small group repetition before the individual is asked to repeat.

Continue the procedure until each pupil is able to correctly perform the exercise. Then have the students listen while you play and sing for them, or while the record is being played. The teacher should demonstrate while the record is being played or, perhaps, call on a volunteer to demonstrate.

Now have the students repeat each phrase of the song rhythmically in groups until the entire song is sung. Have the pupils sing along with the record to acquaint themselves with the tune as well as the lyrics. A small group of pupils may then be called on to come forward, form a circle and perform through the first two stanzas of the song. Then another group of pupils may be asked to perform the other stanzas.

Other Activities:

When the students are quite familiar with the song they can then substitute certain objects for the parts of the body in the song.

Example:

You put your right hand in

(may be changed to)

You put your red book in

or you put your pencil out

Follow-up Activity

1. A teacher created picture chart may be given to students. They should be asked to perform tasks which demonstrate their knowledge of right and left and the parts of the body.

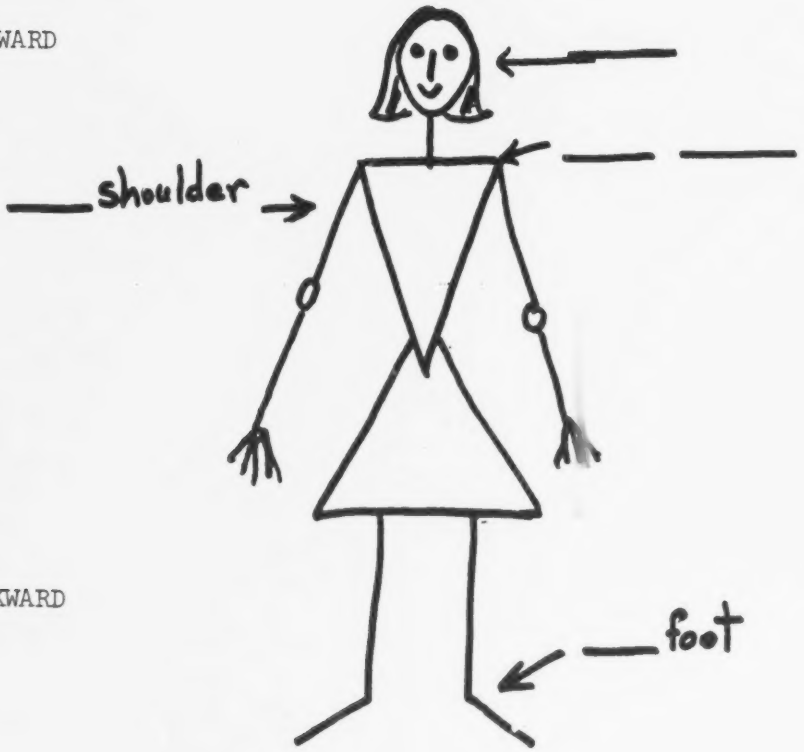
   This is Susan. Color her head red, color her left hand blue, her right hand, green, her right foot yellow.

2. A game of "Simple Simon Says" or acting out the popular song "Simple Simon Says" will reinforce vocabulary items for parts of the body.

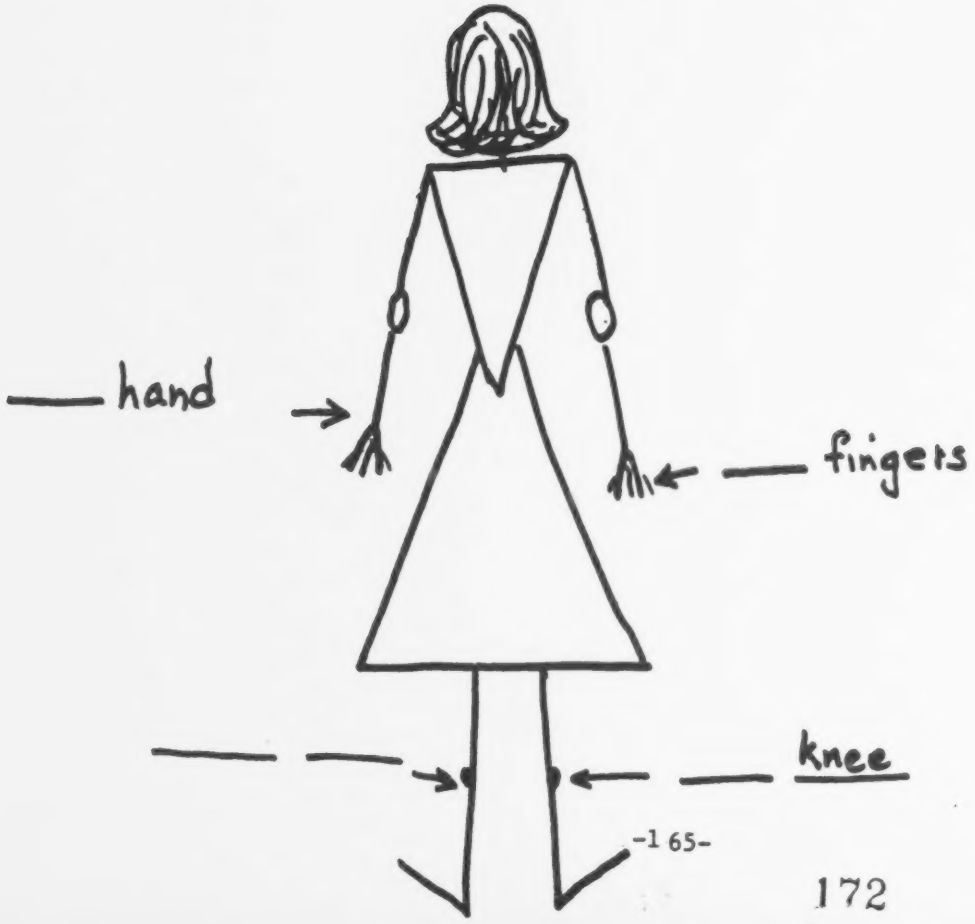
   Example: Simple Simon Says," put your hand on your head."

3. French song "Alouette" can be used with native speakers of French.

FACING FORWARD



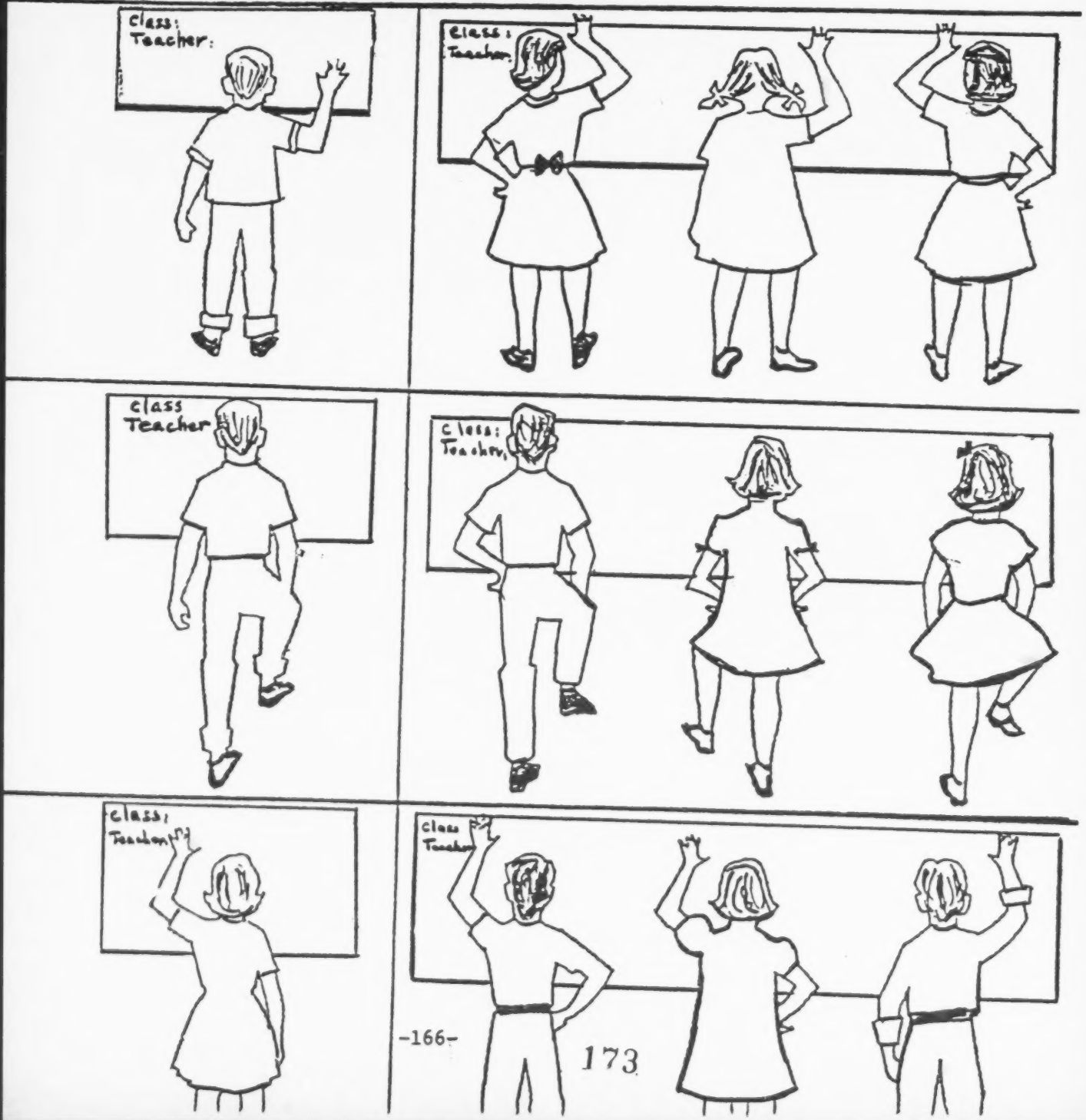
FACING BACKWARD



SAMPLE STUDENT WORK SHEET

Name:_____
Class:_____
Date:_____

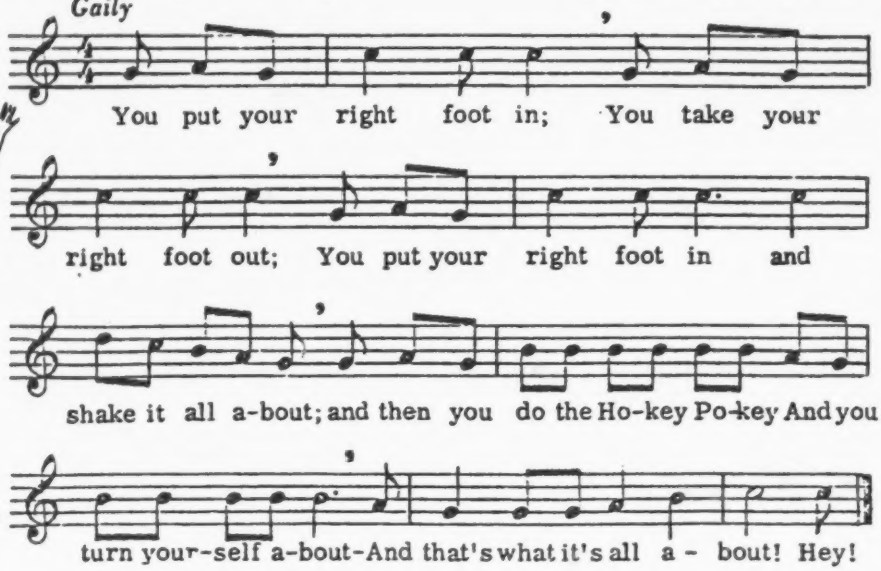
Point to the top row of pictures. Ask each pupil to put his finger on the first picture in that row. Ask: "Is Jose holding up his left hand or his right hand?" Direct the pupils: Find two other children in that same row who are holding up the right hand, like 'Jose. Draw a line under each one. (Continue same procedure for other rows.) Then let the pupils color all children who have been underlined correctly.



Everyone loves to do the **Hokey Pokey**

American Play Party Game

Gaily


You put your right foot in; You take your
right foot out; You put your right foot in and
shake it all a-bout; and then you do the Ho-key Po-key And you
turn your-self a-bout-And that's what it's all a - bout! Hey!

You probably know this song well enough to play it "by ear." Try it! It's fun!

Now do the Hokey Pokey with your left foot . . . your right hand . . . your left hand . . . and then . . . **YOUR WHOLE SELF!**

Lesson II:

Aim: 1. To help students discover that there is a necessary relationship between words and the beat of music.

2. To help students discover word syllabication through rhythmic patterns.

3. To help pupils improve their articulation (intonation) of English sounds.

Materials: Pen, pencil, paper, chalkboard, name charts of famous people in American history.

Motivation:

Have the students tell their names. Ask the students to clap their hands to the beat of a name mentioned by the teacher. Then students are asked to tell their name while the others clap to the beat of the name.

Example: Jose Torres = 4 beats

clap-clap-clap-clap

Maria Delgado = 6 beats

clap clap-clap-clap-clap-clap-in triplets

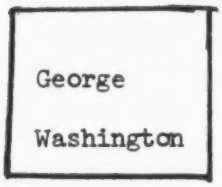
Jose Feliciano =

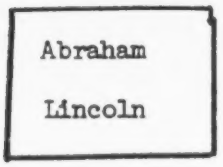
clap-clap-clap-clap- clap-clap-clap

Activity:

Teacher presents a name chart to the students and reads it to them. Have the students repeat the name, paying careful attention to the pronunciation. Then all the students clap along while reciting the names.

Example:





^ ^ ^ ^
George Washington
clap-clap-clap-clap

^ ^ ^ ^
Abraham Lincoln
clap-clap-clap-clap

For students in intermediate levels, the teacher may have one student come to the chalkboard and write his name. Have another student clap the beat of that name on the chalkboard and then put on X or inverted ^ on the accented beat while the other students clap to the rhythm. The teacher may continue with a few more names in the same manner. Help the students discover that the beats in music compare very closely to the rhythm of spoken language and that there are pauses, or breaks in the pronunciation of words in a sentence. A fun activity might be to have the students recite a nursery rhyme or a folk song while clapping.

Example:

Jack and Jill, went up the hill,
to fetch a pail of water,
Jack fell down, and broke his crown
And Jill came tumbling after

As students begin to discover the relationship between word syllabication and beat of music, opportunity should be provided for them to apply their new-found skill to make other discoveries. For example, students should now begin to recognize that not all the beats or syllables are of equal length (tempo) or of equal intensity (loudness). By making this

discovery the pupils will understand how the flow of language (the intonation) is determined by the stress or pause features in language.

Approach:

1. Have the pupils review the following:
   a. Maria Delgado
   b. Jose Feliciano
2. Students will repeat the specified names several times.
3. Invite the pupils to link those beats they feel go together when the names are read.
   a. Students will select a word (e.g. "Maria") and try to divide it in two, thus:
      1) Ma/ria
   b. Students discover that the two syllables in ria seem to go together much better than the following two syllables Ma ria

By doing this exercise, and by continuing the practice with other examples, the pupils should become aware of their own pattern of pronunciation and try to improve it by imitating the standard pronunciation modeled for them by the teacher or used by native speakers of standard English.

Lesson III

Aims: 1. To help pupils learn the song "Are You Sleeping"

2. To teach the interrogative structure," Are you verb + ing?"

Materials: Picture charts, record, realia, (bell)

Motivation: Have the pupils listen to the song "Are You Sleeping.?" Have them listen and hum with the song.

Vocabulary

Sleeping

Writing

Reading

Standing

Sitting

Singing

Activity - Using the Audio Lingual Method

Activity:

a. Drill the pupils on the song: "Are you sleeping brother John... Now the bell is ringing .....ding a ling ling."
(Morning bells is replaced with now the bell is to conceptualize the school bell, and ding dong ding is replaced with ding a ling ling to conceptualize the small bell or electric bell).

b. Have the pupils sing the song.

c. Divide the pupils into two groups. Have each group sing separately. Then, you may teach them to sing in round.

The teacher may now drill the vocabulary items with the pupils, asking for each word or showing picture charts describing each word.

The teacher then says the word writing. Have pupils observe and listen carefully while the teacher sings and acts out "are you writing, Maria?" (The names of pupils in the class can be substituted). Have the pupils repeat the entire song.

For each new vocabulary response a cue pictorial chart or action-word should be given by the teacher.

For example:

1. Cue card - Teacher, "singing"

   Students: Are you singing - - -

2. Cue card

   Teacher - "sitting"

   Students - "Are you sitting - - - -?"

Follow-up

Divide students into 4 or 5 small groups or in pairs and have each group sing to the other asking them an interrogative structure as used by the teacher. For example: group I sings to group. II-asking, "Are you sleeping.?" group II to group III, "Are you reading - - -?" and continue to the last group.

Additional Activities:

1. Students may be taught the interrogative structures in the third person singular or first person singular.

("Are they - - -?"; "Is she - - -?" "Am I - - -?")

2. Have the students practice responding to the interrogatives by saying, "Yes, I'm sleeping - - -"

   or

"No, I'm not sleeping - - - -?

The song can now be sung in chain drill.

Example: Group I to Group II - "Are you walking . . .?"

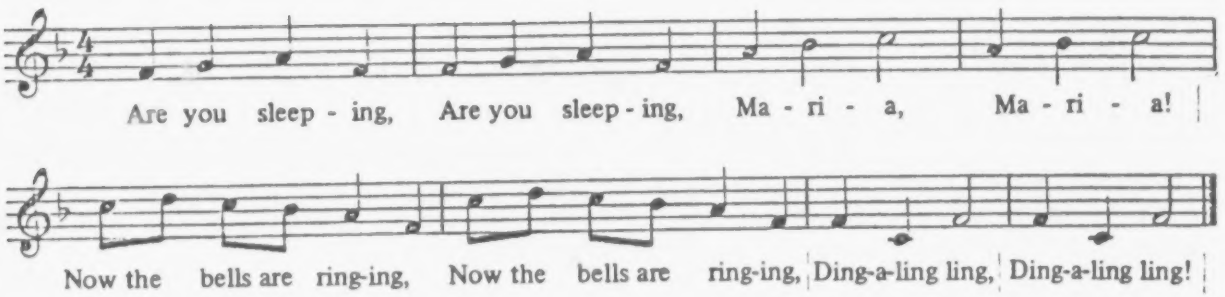
Group II to Group I: "No or yes I'm (not) walking - - -" (as cued by teacher)

Group II to Group III: - "Are you reading - - -" (cued by teacher)

Group III to Group II: - "Yes, I'm reading"

Are You Sleeping

French


Are you sleep - ing, Are you sleep - ing, Ma - ri - a, Ma - ri - a!
Now the bells are ring-ing, Now the bells are ring-ing, Ding-a-ling ling, Ding-a-ling ling!

Let's sing "Are You Sleeping." Clap and step-out the rhythm pattern of the melody as you sing.

You will find there are slow and fast parts in the music.

Now look at the music and sing the song again using the words "walk" "run" and "wait." Clap as you sing.

- Sing "walk" on ♩
- Sing "run, run" on ♫
- Sing "wait" on 𝅗𝅥

These are eighth notes: ♫ ♫

We count: 1 and 2 and

Eighth notes may look like this ♪♪ or like this ♫ or like this ♬

Lesson IV

Aims: 1. To teach the song, "If you're happy and you know it."

2. To review many vocabulary items involving action words and parts of the body.

3. To reinforce a spontaneous response to the command.

Materials:

Record

Activity:

Review expressions from previous lessons - clap your hands
nod your head
shake your hands
shake your head
stamp your feet
wiggle your toes
wiggle your fingers

Have students listen to the record. "If you're happy . . ." Have them clap to the rhythm and then sing "la" to the song.

The teacher should go over the words, "If you're happy and you know it clap your hands - - -" line by line.

Make sure that the students are aware of the difference in the homonyms "your" and "you're."

Have students sing the entire song with you and perform the commands given. For example:

> If you're happy and you know it, clap your hands - (clap) (clap). If you're happy and you know it, clap your hands - (clap) (clap). If you're happy and you know it, and you really want to show it. If you're happy and you know it clap your hands - (clap) (clap).

Followup Activity

Divide the students into several groups. Have each group sing to a different command. The teacher can vary this song by having pupils give the commands. Have everyone sing the first phrases of the song and ask one of the students to volunteer a command. Then everyone should join in the singing and perform the command of the song.

For example:

(Everyone)" If you're happy and you know it" (stop and ask Juan to volunteer a command structure)

(Juan) nod your head. (Everyone) If you're happy and you know it, nod your head - continue to the end of song.

This song can lead to other lessons teaching the various feelings a person may have. This can be accomplished by changing the adjectives "happy" to "sick" etc.

Example: If you're happy - - changed to If you're sad - - - If you're sick, if you're tired.

Lesson V

General Aim: To acquaint students with the Flag of the USA

Specific Aims:

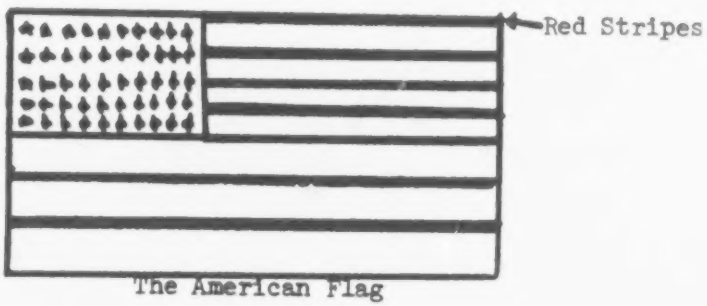
1. To understand the symbol of the American flag from exposure to the song. "You 're a Grand Old Flag"
2. To understand new vocabulary items presented within the context of the song.

Materials:

1. Flags from various countries brought in by students or a poster of flags available from the United Nations.
2. A picture of the American flag.
3. Mimeographed song sheets
4. A list of vocabulary items

Vocabulary:

grand	heart	auld
wave	beat	acquaintance
emblem	true	
free	'neath	ev-'ry
brave	boast or brag	



The American Flag

Motivational Activity: Have students identify the flag of their country. The teacher may ask the pupils to explain the symbols of their National flags.

Procedure:

a. Teacher spends a few minutes on flag identification by students.

b. Teacher then elicits from students the meaning of each symbol on the flag, the stars--stripes and colors. Where necessary the teacher will provide further explanation of the symbols. (See attachments)

c. Teacher plays the song for the students while they listen quietly. During the second verse students may clap to the rhythm of the song.

d. After clapping to the rhythm the teacher may have students listen to the lyrics. At this stage the students may be invited to repeat the lyrics phrase by phrase in rote form.

Example:

Teacher: You're a grand old flag.

Students: (Repeat)

Teacher: You're a high flying flag

Students: (Repeat)

Repetition drills may be exercised in a large group, in small groups, or individually. Pronunciation drills may be stressed for certain words such as; flying, flag - (fl sound); emblem - (m sound);

brave - (b/v sounds).

The above drills may also be practiced in two groups in recitative form.

Example:

Group I

You're a grand old flag.

You're a high flying flag.

And forever in peace may you wave. . . .

Group II

You're the emblem of the land I love,

The home of the free and the brave

NOTE

The above activities should not take longer than ten (10) minutes. The pace of repetition drills should vary in order to motivate students and to keep them interested.

e. The teacher may then proceed with the singing session where she sings to the students first, and then have them repeat the tune line by line. The teacher and students will then participate together by singing the entire song. Students may be divided into two groups and sing in recitative form as in the repetition drill (For students in the "lower level" of language development teaching half a song, instead of the entire song, is recommended.)

From the lyrics of the song the teacher can elicit the meanings of the vocabulary items. The teacher may supply the definition where necessary. She then should help each student practice using the vocabulary in sentence structure.

Evaluation

To measure how well the students grasp the meaning of the song, the teacher may elicit from the students the meaning that the song conveys to them --

(The song they've sung is a song of praise for the American flag).

Divide the students into two or three groups where each group participates in making up sentences of the given words from the lyrics of the song, or uses substitution drills (i.e., substituting similar or synonymous words within the context of the sentence)

Example: Emblem -

a. The flag is the emblem of the country we love

b. The flag is the symbol of the country we love

During this "workshop" period one or two students who need special attention to improve their pronunciation or intonation may be helped by an educational assistant while the teacher surveys the needs of the students in various groups.

Follow-up Assignment

Homework study assignment may be given either for improvement in vocabulary usage or for improvement in spelling. Dictation may be given as a follow-up assignment.

Fun and Learning Activity - Students may be asked to draw or make the American Flag (in color) and explain what materials and colors they will need for the assignment. The follow-up assignment will lead into the next unit (activity, assignment).

From: National Holidays
Around the World
by V. Browne
Fleet Press Corp. P. 107

The flag of the United States of America stands for the millions of its citizens who have striven to make their country great.

The seven red and six white stripes represent the thirteen original colonies. The fifty white stars on the blue field are for the union of the fifty states. After the Declaration of Independence was signed in 1776, the people wanted a flag to symbolize their independence and unity. Less than a year later, Congress adopted a resolution giving the colors and design. This replaced the Union Jack with a canton of white stars on a blue field.

In 1782, when the colors of the flag were made part of the Great Seal of the United States, the Department of State explained the colors and their meanings:

> Red stands for hardiness and courage. White is the symbol of purity and innocence. Blue is the color of vigilance, perserverance, and justice.

A final flag law in 1818 decreed thirteen stripes and a canton of twenty stars representing the Union. Each new state admitted adds a star to the flag. The forty-ninth and fiftieth stars were added for Alaska and Hawaii on July 4, 1959, and July 4, 1960, respectively.

The flag is more than the national banner to the citizens of the United States of America. It is the symbol of the nation to which they owe allegiance.

Every student and every adult, as well as naturalized citizens, has heard the Pledge to the Flag.

YOU'RE A GRAND OLD FLAG

Marcato · George M. Cohan

G C
You're a grand old
G D7 G
flag, You're a high fly-ing
D7
flag, And for-
G D7
ev - er in
G D7
peace may you wave. —— You're the
D7 Am D7 G Em
em - blem of the land I love, The
A7 D7
home of the free and the brave. — Ev - 'ry
G C G D7 G
heart beats true 'neath the Red, White and
G7 E7
Blue, Where there's nev - er a boast or
Am G D7 G
brag, —— But should auld ac-quaint-ance
D7
be for - got, Keep your
A7 Am D7 G
eye on the grand old flag! ——

Lesson VI

Sample of dividing lessons into daily units.

Monday — Learn a new song - "Sing a Song"

Practice Pronunciation: Drill the /S/ Sound
Sing, song, sad,
strong, simple,
sip, cider, sweet, straw

Tuesday — Learn the given vocabulary for the week. Practice using the words in sentences.

Learn these structures with their expansions:

(Group I and II)

Who sings a song?

I sing a song (sad) (sweet) (simple)

You _____

We _____

They_____

Learn these structures with their expansions:

(Group II)

Who sings a song? (sad) (sweet) (simple)

She sings _____

He___s _____ _____

It__s _____ _____

Ques. (a). What kind of song do you sing? (Group III)

(b). What kind of song does she sing?

Ans. (a). I sing a _____song. (Insert adj.)

(b). She sings a _____song. (Insert adj.)

Wednesday — Let's listen and discuss

(1). Let's describe how we feel by using the given vocabulary.

(2) Let's draw or paint a picture to tell a story of the music we hear.

Thursday — Dramatization (Select Group I)

(1) Dramatize a skit developed from a song.

or

(2) Using puppet dramatize the story of a given song.

Friday — Quiz

(1) Vocabulary

(2) Sentence Structure

(3) Make up a story

or

(4) Dictation

Homework Assignments

(1) Study the words, and their meanings

(2) Write sentences with the words from the vocabulary list

(3) Learn the song (all)

Write a short paragraph about the song (group II and III)

(4) Study for the quiz.

(5) Watch a show on Ch._____, or listen to the radio _____to be able to answer:

Who was on the show?
Who was the main actor?
What was the story about?
Do you like the show? Tell why?

Learn the idiomatic expressions.

To last: to endure; To remain for a long time.
I eat very slowly so that my food will last me a long time.

To hand in: to give; deliver something due.
You must hand in your papers by Tuesday.

To hand over: to surrender; give over.
The robber asks the woman to hand over her money.

VOCABULARY

Meaning	Sentence
loud	
strong	
simple	
happy	
whole	
enough	
anyone else	

GROUP II

(opposites - antonyms)

	Synonyms
loud	
strong	
happy	
simple	
whole	
long	
out	
good	

SING

Sing! Sing a song.
Sing out loud.
Sing out strong.
Sing of good things, not bad.
Sing of happy, not sad.
Sing! Sing a song.
Make it simple to last your whole life long. _____
Don't worry that it's not good enough
for anyone else to hear.
Sing. Sing a song! _____
La la do la da, La da la do la da,
La da da la do la da

CULTURAL AWARENESS

Students in the non-English speaking classes bring with them to the school and community a heritage rich in culture. It is often the responsibility of the second language teacher to help students maintain pride in their heritage as well as develop a knowledge of the culture of the community in which they will live and study. The following are some suggestions on how culture can be incorporated in the classroom environment as well as in the language lesson.

DEVELOPING CULTURAL INSIGHTS

1. The classroom should reflect the culture of the non-English speaking countries.
   a. At the beginning levels, parts of the room may be labeled in the students' languages.
   b. Maps and posters about non-English speaking countries should be attractively displayed.
   c. A bulletin board should include newspapers or magazine clippings taken from the native language sources.
   d. A windowed closet or a table may contain objects related to the students' culture such as collections of dolls, money, stamps, costumes, menus, and other artifacts.
   e. A library corner should contain books about the students' culture either in English and/or in the other languages spoken by the students.
   f. Records of contemporary or folk music from the different countries and a record player should be available for frequent use.

2. Individuals or groups of students should carry out projects related to the students' culture which will serve for class reporting and discussion.

   a. Maps showing the relation of the students' countries to the U.S.A.; the location of important cities, monuments, ancient buildings, places of interest, certain foods produced, etc.

   b. Itineraries for actual trips to pertinent places of interest in the students' countries. A trip to old San Juan; a trip to Rome; a trip to Sicily; a trip to Haiti. A trip to_____.

   c. Menu of foods eaten on special occasions.

      Christmas in Puerto Rico: Roast pork, rice pudding, rice with pidgeon peas, blood sausages, boiled skinny bananas, papaya dessert, etc.

   d. A scrapbook (current cultural events)

   e. Filmstrips and pictures

   f. Reading folk tales

      Puerto Rican: Garabali; The Shark Killer; The Devil's Sentry Box; Guanina, etc.

      Italian: Pinocchio; Cenerentola; Marcellino pane e vino; La Befana; Cappucceto Rosso, etc.

   g. Preparation of original skills and playets

      Puerto Rican: "Perez and Martina"

3. The students' culture may be studied and/or experienced in:

   a. Assembly Programs (songs, dances, poems, talks)

   b. A community festival

   c. A song and dance festival

      Puerto Rico: Dances: La plena; La danza; La mazurka
      Songs: Lamento Borincano, La tierruca, etc.

      Italy: Dances: La tarantella, Mazurka, etc.
      Songs: "Inno di Garibaldi," "O Sole Mio" "Funiculi-Funicula," "Santa Lucia," etc.

4. Adaptation and excerpts from literary and musical masterpieces

   Puerto Rico: Plays from Rene Marques, Zeno Gandia, etc.

   La Borinqueña, Bajo la sombra de un pino, etc.

   Italy: Excerpts from famous operas: Aida - Verdi;

   Cavalleria Rusticana - Pietro Mascagni, etc.

5. Correlation with social studies topics (regular curriculum)

6. Guest speakers

7. A pen pal project should be initiated soon after the students learn to write.

8. Teachers of art, music, science, and social studies may give lectures in the native language. Afterwards the teacher engages the class in oral activities in English related to the topic.

9. Use of illustrated lectures in English on any cultural topic followed by questions and a summary.

OTHER MATERIALS:

Language is a very important part of the culture of a people and the way by which a group of persons in a society communicate.

When we talk about culture we are referring not only to the traditions, literature, arts and music of a people, but also to their value system, their customs and gestures.

Students bring with them a culture in which all of these values are represented. Thus, the teacher of a second language must use the rich background of each child to teach all the communicative skills of the second language.

In this way, each child will be provided with a "bridge" into the second language, using his culture and experiences as foundation. At the same time, children will be introduced to a great variety of values and mores of other cultures which will in turn increase their human understanding.

The development of cultural insights should beunobstrusiveand also systematic. Teachers should keep informed of resource materials available for teaching a second language. However, they should also adhere to the principle that any material used in the classroom should be previously previewed and evaluated. In this way a teacher avoids using books or audio-visual materials which contain cliches or stereotypes of any culture and is assured that these materials are free of distortions and racism.

A colorful and attractive classroom equipped with materials to excite the pupils' curiosity is not only important but necessary when teaching a second language. A toy corner may become an informal language laboratory if it is equipped with interesting items that are representative of different cultures, such as: dolls or cut-outs with the typical dress of various countries, dioramas representing the geography, topography, cities, towns, villages, industries, flora and fauna of the country of origin of some of the children in the class. Not only is language being taught, but social studies concepts, skills and understanding are also being learned.

A variety of language learning aids such as tape recorders, records, realia, photos, illustrations, pictures, should be used in second langugage learning. The use of the tape recorder as a means for the child to evaluate his progress and to evaluate his performance at the end of the learning period should be highlighted. As an evaluative tool for the teacher, these tape recordings are invaluable.

Learning experiences which give the children the opportunity to express themselves freely and to enjoy learning are represented by dramatizations, story-telling, playing games, singing, reciting poems, telling riddles, and role-playing. A happy learning experience which gives the children confidence

and satisfaction is the best reinforcer for the learning process.

Story-telling is an effective way to enrich the second language learning program. If we take good books and put them into an oral framework, as story-telling, the children can use the most natural method of communication to them. The use of simple stories at the interest level of the children is recommended as an important part in teaching a second language and in training children to hear and use the new language.

Children love stories and they like to tell the stories they know to other children. Some beautiful folktales can be used. For example:

Belpre, Pura. Ote. Illustrated by Carlos Sanchez. Warne, 1966.

Coloring books about different aspects of a country or culture present an enjoyable learning experience.

Drawing flags, official seals, maps, and posters of the different countries represented by the students offers an effective learning experience by personally involving them. They will learn what the symbols and colors of the flags and field represent. On a map, they can locate the town or city where they were born, the main points of interest, and the important cities or ports. They will be happy to assume a leadership role and to learn that the teacher and the other students are really interested in them and in their native countries. Posters using various themes can also reflect the different cultural aspects of a country. All these drawings or paintings can be used as classroom decorations, on bulletin boards, and in school hall display cases.

Learning about food, fruits, and dishes of a country serves as a rewarding opportunity to create good interpersonal relationships involving teachers, students, parents, and other members of the community. Tasting parties in the classroom when the teacher brings in a tropical fruit such as a mango, pineapple, or avocado, add to a child's enjoyment of unfamiliar foods. They can be taught

to judge when a pineapple, mango, or avocado is ripe enough to eat and thus become educated consumers.

Arranging for an international dinner or tasting party is an excellent opportunity to involve the parents and the people from the community in a school activity. They contribute typical dishes of their native countries, exchange recipes, and get to know one another in a relaxed social function.

We can compare how and when each group or culture celebrates different holidays and special days such as Christmas, Independence Day, and others. It is possible to use calendars, indicating these special holidays.

HOLIDAYS

The following lessons offer suggestions on how the holidays may be included in ESL lessons. It is important that the students be exposed to the various holidays celebrated in New York City. The limited language ability of the students should not stop a teacher from offering cultural enrichment through lessons on approaching holidays.

Because the language ability of students varies from school to school and class to class it will be necessary for the teacher to modify these plans to suit the language aims of each class. The activities suggested at the end of each lesson are also flexible and teachers are encouraged to be creative and provide activities which will be interesting and useful to the students.

Pictures are an integral part of teaching ESL. Newspapers and magazines are a wonderful resource for pictures pertaining to various holidays. Compiling a file of holiday pictures will facilitate teaching about the holidays and will keep interest and motivation in the lessons very high.

COLUMBUS DAY

OCTOBER 12

This series is designed to be given in five or more lessons as needed. The playlet should be used on Columbus Day if possible. The poem may be introduced earlier to be used on Columbus Day. The lesson may be adapted for P. R. discovery day.

We celebrate Columbus Day.

Conceptual Buildup

1. Learn the names Columbus, Santa Maria.

2. Learn the concept label: sailing ship

Terminology:

sailing ship

discovered

America

Ocean

Structure Model

Who is he?	What is this?
He is _____.	It's a _____.
Is he _____?	Is it a _____?
Yes, he is _____.	Yes, it is _____.

Materials

Pictures: Columbus, sailing ships (of Nina, Pinta, Santa Maria, if possible.)

Models of sailing ships

Sailor hat (student made)

Paper Spanish flag on makeshift flag pole.

Procedure:

Follow oral-aural techniques as illustrated in Language development material.

(Activities 1, 2, 3, and 4 follow procedures A and then B.)

T.: Teacher	G^1.: Group
C.: Class	G^2.: Another subdivision of class
P.: Pupil	

Lesson 1.

1. T.: (Holding picture of Columbus)

He is Columbus. Repeat several times, showing picture so all may see.

T.: Who is he?

He is Columbus.

(Repeat question and answer a sufficient number of times for each child to be able to reproduce it).

T.: Who is he?

He is Columbus.

Who is he?

C.: He is Columbus.

T.: Who is he?

G^1.: He is Columbus.

(Repeat with G^2. then with individuals).

T.: Is he Columbus?

Yes , he is.

Is he Columbus?

G^1. Yes, he is.

(Proceed with G^2. and then with individuals).

T.: Class ask me: Who is he?

Teacher: (Holding picture of Columbus).

He is Columbus.

(Repeat several times while showing picture).

Who is he?

He is Columbus.

(Repeat several times).

T.: Who is he?

C.: He is Columbus

(Repeat several times).

T.: Who is he?

Small Group: He is Columbus.

(Repeat with varied small groups several times).

Juan: He is Columbus.

(If group is small, ask each child in turn, if large group, as many as practicable).

T.: Class, ask me: Who is he?

C.: Who is he?

T.: He is Columbus?

T.: Juan ask Maria: Who is he?

Juan: Maria, who is he?

Maria: He is Columbus.

(Have several children ask questions to others eliciting response. Teacher models if necessary).

Lesson 2.

Teacher: (Holding picture of a sailing ship).

It's a sailing ship.

(Repeat several times while showing picture).

What is it?

It's a sailing ship.

(Repeat several times).

What is it?

Class: It's a sailing ship.

Teacher: Is it a sailing ship?

Yes it is; it's a sailing ship.

Class: Yes it is; it's a sailing ship.

C.: Who is he?

T.: He is Columbus.

T.: G^1. ask G^2., Who is he?

G^1.: Who is he?

G^2.: He is Columbus.

(Repeat procedure with G^2. and then have individuals ask each other.)

T.: (Holding a picture or a model of a sailing ship)

It's a sailing ship.

(Repeat several times showing object so all may see.)

T.: What is it?

It's a sailing ship.

(Repeat until all children are able to reproduce it.)

What is this?

C.: It's a sailing ship.

(Continue as with "Columbus" with G^1., G^2. and undividuals.)

T.: Is it a sailing ship?

Yes, it is. It's a sailing ship.

Is this a sailing ship?

C.: Yes it is, it's a sailing ship.

(Continue with procedure as previously. Have children hold models or pictures of sailing ships as they questio each other.)

C.: Yes it is, it's a sailing ship.

(Continue with procedure as previously. Have children hold models or pictures of sailing ships as they question each other.)

T.: The name of the sailing ship is the Santa Maria.

What is the name of the sailing ship?

C.: The name of the sailing ship is the Santa Maria.

(Continue as previously.)

Lesson 3.

Review: Columbus, sailing ship and Santa Matia as needed.

T.: Columbus sailed in the sailing ship, Santa Maria.

(Repeat a sufficient number of times for each child to be able to reproduce it.)

What did Columbus do?

Columbus sailed in the sailing ship the Santa Maria.

What did Columbus do?

C.: Columbus sailed in the sailing ship, Santa Maria.

(Follow procedure as previously using backward buildup: ie. Santa Maria, sailing ship, Santa Maria etc.)

Lesson 4:

Review learned material as needed.

T.: Columbus sailed across the ocean.

What did Columbus do?

Columbus sailed across the ocean.

(Repeat a sufficient number of times for each child to be able to reproduce it.)

What did Columbus do?

C.: Columbus sailed across the ocean.

(Follow procedure as previously from C. to G^1., G^2. and individuals.)

Lesson 5.

T.: Who is he?

C.: He is Columbus.

T.: What is this?

C.: It's a sailing ship.

T.: What is the name of the sailing ship?

C.: The name of the sailing ship is the Santa Maria.

T.: Who sailed in the sailing ship, the Santa Maria?

C.: Columbus sailed in the sailing ship, the Santa Maria.

T.: What did Columbus do?

C.: Columbus sailed across the ocean.

(Always give pattern when needed if response is not immediate, work from C. to T., review if necessary.)

T.: Columbus discovered America. (Hold map of western hemisphere.)

What did Columbus do?

C.: Columbus discovered America.

(Follow procedure as previously.)

When the children are able to respond to all of the questions with the correct response, the following playlet should be used for enrichment.

Choose child to be Columbus. He wears Columbus' sailor hat. Choose several other children to be sailors. Make ship pattern on floor with chalk or form pattern with chairs. One child holds Spanish flag.

Columbus: I am Columbus.

Sailors: He is Columbus.

Columbus: I am sailing across the ocean.

Sailors: He is sailing in the sailing ship the Santa Maria.

Lesson 5

Columbus: I am sailing across the ocean.

Sailors: Columbus discovered America.

(Columbus takes flag from sailor, steps out of boat, puts flag on the land.)

Columbus: This is America.

(Teacher should give children dialogue whenever needed and directions. Have several groups perform.)

Teach the class the poem: In 1492 Columbus sailed the ocean blue.

VETERAN'S DAY

NOVEMBER 11

Aims:

1. To instill a respect and honor for soldiers who fight for their country.
2. To teach the "going to" future.
3. To have students participate in a parade.

Materials:

Pictures of soldiers fighting a battle.

Construction paper and crayons

Music for "Stars and Stripes Forever"

Large oaktag or classroom flag.

Motivation:

Show the students the pictures of the soldiers fighting a battle. Ask the students to describe the picture, tell about soldiers and tell why wars are fought. Explain to the students that we honor these soldiers on Veterans Day. Tell them, "We are going to a classroom parade to honor these soldiers."

Procedure:

1. Divide the class into 3 groups.

Group 1 is going to make flags. (for entire class)

Group 2 is going to make hats. (for entire class)

Group 3 is going to make a banner.

Write the groups, their tasks and members on the chalkboard.

a) Ask the group:

What group are you? - We are group _____.

b) Ask group collectively...

What are you going to make?

We are going to make _____.

c) Ask students within the groups.

What are you going to make?

I am going to make _____.

d) Ask one group about the others...

What is group 1 going to make?

Group 1 is going to make _____.

e) Ask one student about another.

What is Carmen going to make?

She is going to make _____.

2. Have the students break-up into their groups and perform the assigned tasks. This will give the teacher an opportunity to review the structure items with individual students.

Follow up (Culminating) Activity:

When the tasks have been completed rearrange the classroom furniture to allow for the children to march around the room. Play the march "Stars and Stripes Forever" and have the students carry their flags and banners and wear their soldier hats while marching around the room.

PUERTO RICO DISCOVERY DAY

NOVEMBER 19

Aims:
1. To instill pride in ethnic heritage
2. To learn the use of "has" and have".
3. To provide cross cultural insight.

Material: Original Poem (see Procedure #1 below)

Paper, crayons, a world map

Motivation: Begin the lesson by showing pictures, slides or filmstrips of Puerto Rico. Have the students from Puerto Rico describe the island and tell some of the activities and festivities that take place on this holiday in Puerto Rico.

Procedure:

1. Using the Aural/Oral method teach students the poem.

Puerto Rico is our land
It has lovely beaches and white, white sand.
It was discovered by Columbus
Four hundred years ago.
But today we want you all to know
Puerto Rico, Puerto Rico
How we love you so
Especially on Discovery Day
Our hearts are all aglow,
Remembering our country, Puerto Rico.

by Mary Sayers
ESL teacher, C.S. 61

2. Ask the students to describe Puerto Rico using the pattern - It has _____.

eg. It has white beaches.

It has blue waters.

It has a warm climate.

3. Ask the students to describe the Puerto Rican man or woman. (Use a picture of a Puerto Rican family.)

eg. He has dark hair.

He has a moustache.

She has long hair.

She has dark hair. etc.

4. If the students are directed to give responses common to the men and women you can proceed with the third person plural form.

They have _____.

Students may then begin to tell about each other...

She has _____.

or talk to each other...

You have _____.

or about themselves as a group...

We have _____.

or as individuals...

I have _____.

5. Add the following lines to the Columbus Day dialogue.

1. Columbus discovered Puerto Rico too.

2. Yes. He discovered Puerto Rico in 1493.

Teach the additional lines using the Aural/Oral approach only after reviewing the Columbus Day dialogue.

Follow up activity

1. If a world map is available students should be shown the route Columbus took which led him to Puerto Rico. Students may be asked to draw a picture of Columbus, his men, and ships landing on the island.
2. If samples of flags representing the countries of all students in the class are available then students may be asked to draw a picture of the flag of their native country. These can be displayed around the room.
3. If an assembly is planned or if the teacher wishes to have the children participate further, the following dialogue may be useful.

DISCOVERY DAY PLAY FOR CHILDREN

1st. child- Good Morning Children

We are celebrating a very special Holiday for the Puerto Rican people. What is the name of this holiday?

2nd. child- PUERTO RICAN DISCOVERY DAY, when Columbus discovered Puerto Rico.

1st. child- On what day did this happen?

2nd. child- On November 19, 1493.

1st. child- Do you know how many ships he had?

2nd. child- 17 ships and 15 hundred men.

1st. child- Who were these men?

3rd child- FARMERS

4th. child- WORKERS

5th. child- NOBLEMEN

2nd. child There were Indians in Puerto Rico

1st. child- Are there Indians now?

3rd. child- No. But, many words from the Indian language are still used everywhere in Puerto Rico.

(The teacher now gives some Indian words and their meanings.)

4th. child- And...., we know a dance similar to the ones the Indians liked.

DANCE ------- group of children.

1st. child-----Now a typical dance from Puerto Rico

DANCE ------- group of children. End.

INDIAN WORDS

batey ---------yard or back yard

huracan-------- hurricane

areyto--------- dance

cacique------- chief of the indians

mucaro ------- a bat

aguacate------ avocado

juey-------- a crab

Thanksgiving and Harvest Time

AIMS To learn about Thanksgiving holiday and its purpose.

To learn about the activities carried out during this holiday.

To learn names of different crops and places where they grow.

Materials: Pictures of Pilgrims, Indians, crops, turkey, and samples of foods or vegetables from Hispanic countries.

Motivation: The teacher displays pictures and samples of foods for the students to observe and touch. The teacher guides a conversation about the pictures and other objects.

Examples: These are Indians.

These are Pilgrims.

What are these? (bananas, etc.)

Procedure: 1. The teacher tells the story of the first Thanksgiving. Explain how the Pilgrims came to America and started the first farms. Discuss the first crop and the Pilgrims's thanks for the food.

2. Contrast this story with the story of the first settlers in Puerto Rico and in other Hispanic countries, and how they met the Indians (use pictures and other resources).

3. The teacher guides students to compare Thanksgiving activities that people celebrate today in November with the early activities.

4. Present cut-outs or pictures of foods that were planted during the early days of the pilgrims. Students read a list of names of foods.

Structures: It's a _____. It's _____.

They're _____.

turkey corn nuts oranges

pumpkin potatoes

5. The teacher and students prepare a chart of other foods that are eaten today. Students underline names of foods that are imported from other countries.

Vocabulary: imported - item brought from other countries.

6. Students may bring apples, oranges, etc. to class and the teacher guides the students to practice some patterns.

I like oranges.

Oranges are sweet.

I like apples.

Apples are sweet.

I like mangoes, etc.

Note: Teachers may choose their own selection of patterns, vocabulary, and activities according to the grade level or language proficiency of students.

CHRISTMAS

Aims:

1. To learn about some of the objects seen during this holiday season.
2. To learn to describe them by using the senses.

Materials: Christmas ornaments, decorations, candy canes etc.

Procedure: 1. Teach the following description of Christmas using the Aural/Oral approach.

This is the Christmas Season.

It is a happy time.

We see many decorations.

We see pretty packages.

We give each other gifts.

2. Hand out ornaments to the students. Teach the following patterns.

This is (a) (an) ornament.

This ornament feels smooth and hard.

How does this ornament feel?

It feels smooth and hard.

Is this ornament smooth and hard.

Yes, it is. It's smooth and hard.

How do you know this ornament is smooth and hard?

I know this ornament is smooth and hard because I can feel it.

How does he know that ornament is smooth and hard?

He knows that ornament is smooth and hard because he can feel it.

3. Substitute other adjectives which describe the object.

This ornament is bright and shiny.

How does this ornament look?

It looks bright and shiny.

Is this ornament bright and shiny?

Yes, it is. It's bright and shiny.

How do you know this ornament is bright and shiny?

I know this ornament is bright and shiny because I can see it.

How does Jose know that ornament is bright and shiny?

He knows that ornament is bright and shiny because he can see it.

4. The following drill will help individualize the responses.

Teacher: (Feeling object) This candy cane feels sticky and hard.

How does it feel?

Student: (Feeling object) It feels sticky and hard.

Teacher: Is this candy cane, sticky and hard, Maria?

Student: Yes, it's sticky and hard.

Teacher: (Repeating the activity) I know this candy cane is sticky and hard because I can feel it. How do you know this candy cane is sticky and hard?

Student: I know this candy cane is sticky and hard because I can feel it.

Teacher: (Feeling object, stepping away and pointing to it) Class, how does Maria know that candy is sticky and hard?

Class: She knows that candy cane is sticky and hard because she can feel it.

5. Have the class ask the questions chorally. Follow the Aural/oral approach.

Class: (Pointing to object) How does that candy cane feel, Maria?

Student: (Feeling object) It feels sticky and hard.

Class: (Pointing to object again) Is that candy cane sticky and hard?

STudent: (Feeling object again) Yes, it's sticky and hard.

Class. How do you know that candy cane is sticky and hard, Maria? (If standing close to object, use "this", away from object, "that.")

Student: I know "this" candy cane is sticky and hard because I can feel it.

Repeat the above procedure, using the various objects. Having a pan with warm water, soap and a towel would be a good idea because the "sticky" candy cane will produce "sticky" hands. The patterns can then be used with "water," warm and wet, "towel", soft and fluffy, etc.

CHRISTMAS - HANUKAH

Aim: To understand the Christmas holiday as celebrated on the mainland and in Puerto Rico.

To develop an understanding of the celebration of Hanukah.

To compare and contrast the two holidays.

To develop appreciation for other people and cultures.

To understand that similar views and experiences are shared by all human beings.

To understand that religious freedom is everyone's right.

Language Aim:

To introduce questions beginning with do, does and respond accordingly.

New Vocabulary

Merry Christmas	Santa Claus	decorations
rice pudding	presents	electric lights
plum pudding	packages	wrap
celebrate	stockings	relatives
candles	(toy) gold coins	9 branch candelabra
Happy Hanukah	menorah	potato pancakes (latkes)
shiny new pennies		
spin	dreydel	4 sided top

Materials:

Illustrations depicting both holidays:

realia - dreydel, coins, tree, decorations, etc.

Motivation:

Create a theme - centered pictorial bulletin board depicting both holidays. List vocabulary and label pictures. Display realia on a table for examination.

The teacher guides a conversation about the pictures with the children for the purpose of developing vocabulary and concepts. Each section of the bulletin board is discussed and examined.

Suggested Questions:

Do some people celebrate Christmas? Yes, they do.

Do some people have Christmas trees? " " "

Do some people get presents at Christmas? Yes, they do.

Do you (Jose) eat rice pudding at Christmas?" I " .

Using pictures:

Does (David) celebrate Hanukah? Yes, he does.

Does (David) eat latkes at Hanukah? Yes, he does.

Does (David) get presents at Hanukah? " " "

Does David's father light candles at Hanukah? Yes, he does.

Children question teacher and each other similarly.

Songs: "Oh Hanukah"

" My Dreydel"

Playlets for Christmas-Hanukah use: Use the Aural/Oral approach and teach skits. More than one person may have the same part.

Background: Jose Diaz is a boy of Puerto Rican descent. He is the neighbor of David Goldberg, a Jewish-American. They live in a large apartment complex in New York City. They are close friends. Each boy will visit the other's home for their respective holidays.

Playlet I - Christmas Morning with the Diaz Family

David (entering): Your house looks so nice, Mrs. Diaz. I like your Christmas decorations and tree.

Mrs. Diaz: Thank your David. Is your mother busy making potato latkes for tonight's dinner?

David: Yes, she's making them now. My father lit the first Hanukah candle last night.

Jose: We lit candles in church last night.

Mr. Diaz: Okay, boys. Let's open our Christmas presents now.

* All pretend to open Christmas presents while chorus offstage sings "Jingle Bells."

** Alter verse: "Oh, what fun it is to open Presents, Christmas Day."

Mrs. Diaz (From "kitchen"): Okay, everyone. Christmas dinner is ready. Come and get it!

Props: tables, chairs, decorated tree, gift boxes.

Playlet II: The Second Night of Hanukah with the Goldberg Family.

Jose (entering): Mmmm. Dinner smells so good, Mrs. Goldberg.

Mrs. Goldberg: Thank you, Jose. Will your parents be here soon?

Jose: Yes, they're coming. How many candles do you light at Chanukah?

Mrs. Goldberg: We use the big candle in the middle (points to menorah) to light the others. Let's play the dreydel game. I have shiny new pennies as presents. What did you get for Christmas, boys?

Jose: I got a new football and David got a bat.

Mrs. Goldberg: (answering doorbell). Everyone is here. Let's eat the potato latkes before they get cold.

* Chorus offstage sings "Oh, Hanukah," while "actors" sit down to dinner.

Props: table, chairs, menorah, candles, tray of "potato latkes."

MARTIN LUTHER KING DAY

January 15 is Martin Luther King's Day. Students in all the schools will talk about the kind of man he was and why his birthday is honored.

Aim: To enrich the oral vocabulary of students in English by descriptive adjectives.

Direct students to practice placement of adjectives before nouns.

Materials: Filmstrips, pictures, and books.

1. Martin Luther King - Fighter for Freedom by Edward Preston. Doubleday & Co.
2. An Album of Martin Luther King Jr. by Jeanne A. Rowe. Franklin Walts, Inc.
3. Martin Luther King Jr. - Boy with a Dream by Oharathula H. Mellender. Bobbs Merrill.
4. Martin Luther King - The Peaceful Warrior by Ed. Clayton Prentice Hall.
5. The Picture Life of Martin Luther King Jr. by Margaret B. Young. Franklin Walts, Inc.

Procedure: The teacher directs the class to elicit statement about Martin Luther King's work and character using pictures, books, etc. The group and teacher discuss important aspects of Dr. King's life. A chart with original sentences elicited by students might be prepared. Choral speaking selections can be developed with the students.

The following is a simple choral-speaking arrangement suggested as model for younger students. Older students having more experience in English, might substitute simple adjectives with words like: ambitious, sympathetic, religious, etc.

Choral Speaking

1st group. Who was Martin Luther King?

2nd group. Martin Luther King was a famous American.

1st group. Why do we honor his birthday?

2nd group. We honor his birthday, January 15, because he worked hard to obtain freedom for all people.

1st group. What kind of man was he?

3rd group. He was a good, hard-working man. He attended school for many years and became a teacher and a preacher.

2nd group. He was a peaceful man. He helped to change laws in a peaceful way. Black people can sit anywhere on a bus and work in many places.

4th group. He was a brave man. He went to jail and was hurt many times for what he believed.

1st group. He was a thoughtful man. He dreamed that everyone should be free no matter what color his skin is.

2nd group. He was a great and famous man. He won a nobel Peace prize. Dr. King is remembered by all people. He is honored by all people.

Note: Teachers may elicit from the students adjectives which describe other people, places, or things and use them to reinforce proper placement of adjectives.

PAN AMERICAN DAY

APRIL 14

Aim: To guide the students to find out which countries in North, Central, and South America work together to keep peace in the world and help each other.

Motivation: The teacher explains that there are 27 countries organized together as the American States. The group is called "OAS": the Organization of the American States. The 27 countries observe Pan American Day on April 14.
Students are going to name and locate countries from the map and booklet of participating countries "Pan American Day" or "Red Letter Days."

Procedure: 1. Pan American Week is observed in all the schools. Teachers and students study about all the countries in the Organization of the American States.

2. We are also going to study about other people in other countries and their flags.
(The teacher directs students to talk about pictures of people from other countries; dresses, dances, foods, customs, the country, etc. Familiar language patterns will be used. Short sentences should be used. For the flags refer to the booklet "Fun Around the World." Published by Seahorse Press.

Application: Students will be directed to prepare the flags of the countries and practice the language patterns by reciting or reading a short dialogue for each flag. Students will list countries alphabetically and also according to their language and sizes.

(Teachers are directed to develop their own dialogues according to language proficiency of the students.)

Suggested dialogue

Argentina - I am the largest country in South America. This is my flag.

I belong to the O.A.S.

HOW THE COUNTRIES OF LATIN AMERICA GOT THEIR NAMES

ARGENTINA.....From the Latin word argentur, silver. In its Latin form, plata, which was given to the great river on whose banks the nation was founded, the word "silver" records the Spanish explorers' hopes of reaching the Inca Empire treasures by a route from present-day Argentina.

BOLIVIA..... Named for the George Washington of South America, Simon Bolivar.

BRAZIL..... From pao-brasil, the name given by Portuguese explorers to a red wood whose color suggested live coals, brass, to them.

CHILE..... Origin uncertain. Possible sources are two Indian words-chille,"place where the earth ends"; or tchile, snow or cold, in reference to the snowcapped Andes Mountains.

COLOMBIA..... Only nation in the New World named for Christopher Columbus.

COSTA RICA.... Spanish for "rich coast", so named by Columbus, who thought the gold ornaments worn by Indians there promised discovery of treasure.

CUBA..... Origin uncertain. Possibly from Cubanacan, a village visited in 1492 by Columbus' representatives.

DOMINICAN REPUBLIC From Santo Domingo, the name given the first settlement (and still capital city) by Columbus in honor of his father's patron saint.

ECUADOR..... The Spanish word for "equator," which crosses the country.

EL SALVADOR ..... The Spanish for "The Saviour"

GUATEMALA ..... From the Aztec name Quauhtlemallan (pron. kwowt-lay-ma-yan), "land of many trees."

HAITI..... From Hayti, the Indian name of the island of which the present-day nation of Haiti is part.

HONDURAS..... Spanish for "depths," so named by Columbus for the deep waters off its coast.

JAMAICA..... From the Indian word Xaymaca, meaning "island of springs."

MEXICO..... From one of the names of the Aztec god of war, Mexitli.

NICARAGUA..... Named for Nicaro, an Indian chief.

PANAMA..... From an Indian word that means "fisherman" or "many fish."

PARAGUAY..... Origin uncertain. Possibilities include two Indian phrases, Para-Cua-I, "water from the Cuacamayo River"; or Paragua-I, "river crowned with palms."

PERU..... A name the first Spanish explorers in the region thought they heard the Indians calling their country.

TABAGO..... From Tapuago, its original name.

TRINIDAD..... Spanish for "Trinity". Named by Columbus, it is said, when the sight of three mountain peaks suggested the name to him.

URUGUAY.....Origin unknown. Possibly a combination of Indian words uru and ay, meaning "river of snails"; or "river of colorful birds."

VENEZUELA..... In Spanish, "little Venice," so named by Spanish explorers reminded of Venice by Indian huts built on stilts along the shores of Lake Maracaibo.

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